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ABSTRACT

This handbook was developed to assist educators and parents in fostering children's self-concept through developmentally appropriate kindergarten experiences. Guidelines for parental involvement, classroom volunteers, and families under stress are included. The handbook describes basic characteristics of children from ages 3-8 in terms of physical, intellectual, social, and emotional development. It also discusses visual, audio, kinesthetic, and tactile learning styles, stressing the importance of considering learning styles when planning learning environments. A list of recommended classroom arrangements, and materials and equipment for the classroom is included for the following curriculum areas: creative arts, language arts, science, music, woodworking, manipulative mathematics and perception, dramatic play, gross motor activities, audiovisual, blocks and construction, and cognitive manipulatives. Also included are sample daily kindergarten schedules. Other information in the handbook consists of: (1) a plan for one day of a learning unit using the theme "The Gingerbread Boy"; (2) suggested methods and issues related to insuring learning success; (3) indirect and direct approaches to discipline; (4) program suggestions for mainstreaming for disabilities; and (5) substance abuse programs. Specific learning experiences related to creative, social, physical, and intellectual development are described. In each category of learning experiences, information is provided on objectives, expected student performance, and learning activities. Criteria for book selection and a list of suggested books for the kindergarten level are included. A list of teacher resources and references is provided. (LP)

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MONTANA KINDERGARTEN HANDBOOK

Self Concept Through Developmentally Appropriate Practices

RC018634

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MONTANA KINDERGARTEN HANDBOOK

SELF CONCEPT THROUGH
DEVELOPMENTALLY APPROPRIATE PRACTICES

1991 EDITION

by

EVE MALO AND JULIE BULLARD

WESTERN MONTANA COLLEGE OF THE UNIVERSITY OF MONTANA

"The contents of this book were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government."

ACKNOWLEDGMENTS

We wish to express our appreciation to Hal Hawley, Lyle Eggum and Louise Bell who authored and were involved with earlier editions of the MONTANA KINDERGARTEN HANDBOOK and who generously shared this information.

We are especially grateful to the following reviewers who included insightful suggestions from a broad experience base. Debbie Leeds, Kindergarten teacher in Havre and 1990 Teacher of the Year; Caroline Yellow Robe, Director of Fort Belknap Head Start; Nancy Markwardt, Director of Early Childhood Education Center at Western Montana College of the U of M; Nancy Hamilton, Kindergarten teacher from Miles City. Also we wish to thank Nancy Boothe from Malta for assisting with the mainstreaming section. Thank you also to Lisa Bullard for sharing the illustration on the front cover which she had drawn as a 5 year old, to Ariel Johnson for the introduction illustration, and to Linda Hicks and the students at Reichle School for the pictures at the beginning of each chapter.

With the advent of required Kindergarten in the state of Montana we sincerely hope this book will serve as a useful guide to implementing developmentally appropriate practices that are based on current research.

FORWARD

This newest edition of the MONTANA KINDERGARTEN HANDBOOK was developed to help Montana schools meet several goals. President Bush has set educational goals for America's schools and this book addresses two of these: first, that all children will come to school ready to learn. It is the hope that with the resources in this book, educators and parents will realize that children come to school at many different places on the readiness continuum, but that the information regarding physical age, intellectual age, emotional age and social age will be helpful both in determining the child's readiness and in adjusting the program so that the child can have positive experiences which will reinforce the natural curriosity with which all children begin their explorations of life.

The second national goal is that all schools will be drug free and a safe, secure place for children to learn by the year 2000. This revision is funded by the Montana Rural Drug Free Schools Program by a federal grant as part of a project to develop infused curriculum for all levels of public education. The project director found that most drug education curriculum materials have very small sections addressing kindergarten. Yet, it is well known that developing children's self-esteem is a critical deterrent to children experimenting, using drugs and being able to withstand the social pressures which lead them into drug use. Therefore, the whole focus of this book is developing self-concept through developmentally appropriate practices as the title says.

From a state point of view, it has long been the dream of many Montanans that all the children have access to kindergarten. With the passage of HB 175 by the 1991 Legislature, and the tireless work, session after session, of Representative Dave Brown, that dream is now a reality. The bill in essence states that if a parent requests kindergarten, the school must provide it. Because we have many diverse school settings in Montana, this edition includes a section on kindergarten in the multi-grade classroom as well as a section on multi-culturalism.

Finally, this new edition would not have happened without the efforts of Dr. Eve Malo, professor of education and Julie Bullard, Director of the Early Childhood Program at Western Montana College of the University of Montana. They were on the original comittee which developed earlier editions of this document at the state level. They were sensitive to the needs of educators and to the children for whom the book is really written. Their hard work in writing and editing this latest version is in response to the hope that in Montana we can give all our children a positive start in education so that they will be ready to learn, drug free, and meet the goal of the Montana consitution to reach their full potential.

Dr. Claudette Morton, Director
The Rural Education Center and
The Montana Rural Drug Free Schools Program
Western Montana College
of the University of Montana

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INTRODUCTION

INTRODUCTION

The importance of children's early educational experiences is an awesome responsibility for educators. Teaching young children is challenging and rewarding as teachers discover the long range implications for the child and society. Kindergarten has a rich heritage based upon an attempt to meet the particular needs of the young child.

The study of child development illustrates the importance of providing children with a rich learning environment during their early years. Kindergarten experience must help develop a social and intellectual maturity in both individuals and in groups and must be regarded as a necessary component in public school education. To be effective educationally, kindergarten must function as an integral part of the total elementary program. Kindergarten is neither a playschool nor a luxury. It is the initial public school experience upon which a child's future attitudes as a learner and a contributor to society may be based and is not merely a preparation for first grade.

Kindergarten is a year in which thinking, social, emotional, language and motor skills are developed in a challenging and planned environment. Numerous opportunities are offered to explore and discover and to discuss experience. Children learn to understand themselves, as positive concepts of self and others are developed. A well-rounded kindergarten program includes a variety of activities and experiences as goals are met in an exciting learning environment. It is a year of growing, of learning, of creating and of developing. Kindergarten is the foundation upon which a child's future as a learner is built. It is a program in which children share experiences, learn to get along, explore and discover, enjoy books, develop effective work habits and gain self-confidence. In kindergarten children experience the excitement of learning and all that it represents.

In planning learning experiences for young children, the areas to emphasize include the following:

Cognitive or Mental Development

Young children need many experiences to gain an understanding of the world in which they live. As they move from intuitive reasoning to more logical reasoning, exploratory activities are needed to stimulate cognitive growth.

Physical Development

Five-year-olds need vigorous exercise. Fine motor skills are just beginning to develop. Programs must offer varied opportunities to develop gross and fine motor skills.

Socio-emotional Development

How children react to and relate to people and experiences constitutes their socio-emotional structure. Young children are developing emotionally and learning ways to deal with people. In school, children learn new behaviors as they attempt to get along with others, cooperate, and interact courteously.

Creativity

Creativity involves the ability to see relationships between previously unrelated objects or ideas. It is an essential aspect of the educational program for young children. Opportunities for creative experiences should encompass every area within the curriculum to encourage imaginative thinking and problem solving. A wide range of art media and exploratory experiences should be incorporated into the program. The creative process is of great value in developing the self-esteem of the young child.

Kindergarten should help children develop:
- -as effective, unique individuals;
- -as constructive, responsible members of any group they belong to-at their own pace and in their own learning style to stretch their minds and to explore their world;
- -needed and meaningful concepts, skills and attitudes.

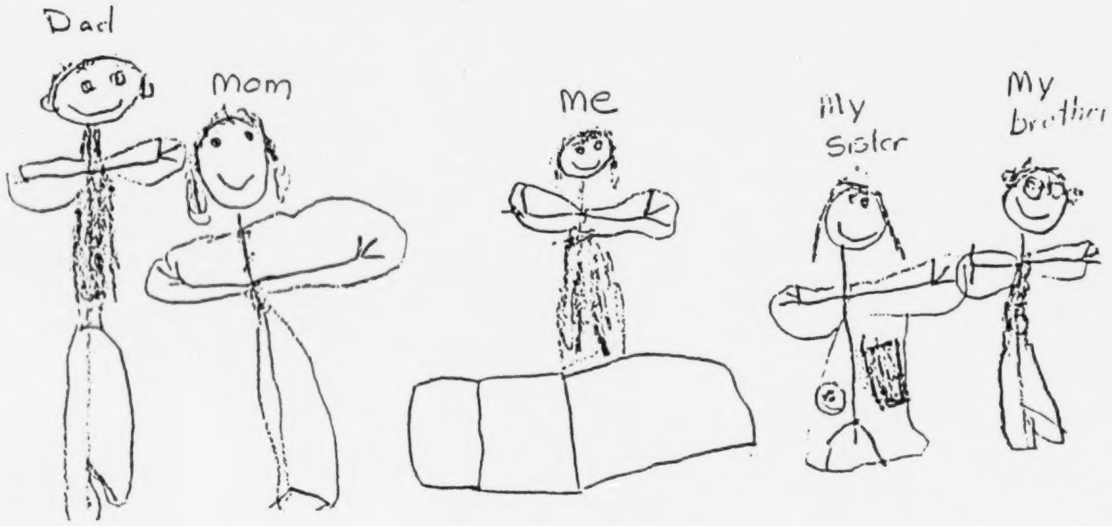
Kindergarten should nurture in each child:
- -a positive self-concept;
- -a concern and respect for others and their things;
- -self-expression and creativity;
- -problem solving techniques;
- -heightened curiosity;
- -personal pride in accomplishment;
- -self-direction and self-evaluation;
- -the desire to read and write and use numbers;
- -appreciation for the environment;
- -the ability to use the body effectively;
- -the ability to cope with limits, disappointments and changes;
- -the ability to begin to understand and accept consequences;
- -a respect for work and play.

Each school district should establish kindergarten programs which meet the needs of its young children and which are educationally sound. Teachers, school officials and citizens in the community should consider the unique needs of young children in developing the kindergarten program.

FAMILY

Garee

My family working on the corrals


Dad
Mom
me
My Sister
My brother

PARENTAL INVOLVEMENT

In order to be the most effective as educators we must involve parents. This helps establish a link between the child's home and school, helps make the teacher more aware of home situations and parents more aware of programs at school and helps establish a bridge between what is taught at school and at home. Through parent involvement we can help parents become better teachers of their own children and we can gain support and resources for our school.

Some ways that teachers have found of involving parents are:

Parents act as resources or volunteers in the classroom
Parents invited to visit school at anytime
Parents help develop learning centers and materials for the classroom
Parents are informed of the theme and concepts that the class is working on so that parents can bring in items or expertise relating to these
Open house for parents
Art shows, music festivals, programs by children for parents
Parent luncheons or teas prepared by the children
Parents invited to school cafeteria lunch or breakfast
Newsletters
Happy-grams (individual notes or calls to parents about something positive their child has done)
Daily flash (bulletin board which lists at least one thing that the children have done that day)
Parent bulletin boards with information about school and community events
Home packets (activities that the parents can do with their child at home to reinforce the theme being explored at school)
Audio tapes of the child telling a story to send home to the parents.
Video tapes of children in the classroom participating in activities to share at parent programs or conferences
Parent conferences
Home visits
Parent workshops about topics that parents have expressed an interest in such as positive discipline techniques
Parent lending library (books, toys, etc.)
Family fun nights, pot lucks, make and take sessions, etc.
Weekly news articles in the local paper on pre-school and kindergarten age students for e.g. "Tips for Mom and Dad"
Establish a classroom parent committee
Establish a parent welcome committee
Parents act as decision makers on school advisory boards

Since many parents are unable to attend school functions, included on the following pages are examples of possible handouts.

(This can be given to parents preferably during child-find or spring registration. Otherwise give it to them during the first week of school.)

HANDOUT FOR PARENTS

Be patient with your children even though they may not be progressing as fast as you expect or desire. Remember, no two children grow alike.

Comparing your children with other children is not fair. Expect of your children all they are capable of doing, but don't push them into doing things they are neither interested in nor ready to do.

A helpful background for your preschool children includes:

1. Reading stories and poems to them, having them retell the story back to you
2. Helping them learn nursery rhymes, jingles, or short stories and songs
3. Discussing pictures with them
4. Taking them to see as many different places and people as possible, such as different kinds of stores, a farm, a zoo, a fair or circus, and shows designed for small children. Remember to name items and talk about how they work.
5. Helping them to understand the difference between reality and fantasy
6. Encouraging them to count objects
7. Talking to them about what you are doing and about what they are doing

Become acquainted with your children's teacher(s) as soon after school starts as possible. Discuss your children's abilities, interests, and problems with the teacher and learn how you can work with the classroom teachers. When misunderstandings arise, let the teachers know at the time so both you and the teachers can help clear up the situation. Above all, refrain from criticizing schools and teachers in front of the children. If your children have heard unkind remarks about school they may have many fears about attending school and will more likely have a difficult time adjusting to school.

Parents are often the best source of information about their child.
Following is an example of an information sheet you might fill out with the family.

When parents come in to register their child it is important to establish rapport. After they are feeling at ease and you have explained the kindergarten program to them, you can get to know their child by asking the following questions.

KINDERGARTEN INFORMATION SHEET

Child's name:	Name s/he prefers to be called:	
Parent's name:	Primary language spoken:	
School:	Nationality:	
Birthdate and age:		
School:		
Address:	Phone:	Emergency phone number:

Intellectual:

Learning is on a continuum. Some children will know these things and others will not. These are not requirements for being successful in kindergarten, although some will help.

- Does your child know his/her full name?
- Mother's and/or father's name?
- Where parents work?
- What experiences with writing has your child had? Such as:
  - paper and pencils, markers, crayons, etc.
  - written or received letters
  - helped with lists (grocery)
  - other
- What experiences with stories has your child had? Such as:
  - songs, poems and rhymes
  - formal story telling: grandparent, older child, library story time, records
  - pretend or make-believe
  - TV

Interests:

- What is your child's favorite toy? Game?
- What does s/he like to do most?
- How does s/he spend time?
- What kinds of things irritate him/her?
- What does s/he talk about?
- What are the three most interesting questions s/he has asked in the last week?
  (You may not remember any -- you may want to listen for some during the week.)

Social:

What experiences has your child had away from parents or home?
(For example, visits to relatives, pre-school, child care, Sunday School, library story hour, Head Start)
With whom does your child have opportunities to play? (Brothers and sisters, cousins, playmates, children at 'school')
Does s/he prefer people who are younger, same age, older, adult?

Physical:

What hand does your child prefer to use?
How frequently does your child need to urinate?
What are his/her eating habits?
What time does your child go to bed? Get up?
Does s/he nap?

Emotional:

How does your child react:
- When asked to obey?
- When faced with adversity?
- To routines?
- With groups of children?
- When being alone?

How would you describe your child's personality?

Self-help:

How much responsibility does s/he take for:
- Dressing him/herself?
- Putting on and taking off of wraps?
- Washing hands?
- Brushing teeth?
- Toileting?
- Chores at home?
- Getting to and from school?
- Making choices (about clothing to wear, foods to eat, stories to read)?

We may be having units around the following themes: family, animals, weather, celebrations, friendship, growing, vehicles, food. We would like to know something upon his/her experiences with these ideas. We especially would like to know of other experiences your child has participated in that we could build other units around, for example: pow-wows, branding, visits to museums or historical sites, sports, visits to the fire station, etc.

CLASSROOM VOLUNTEERS

As mentioned earlier, volunteering is one way a parent can make a valuable contribution to your classroom. They increase the staff/child ratio which allows for more individualization, act as resources to provide expertise and skills, and provide the children with more adult models. Volunteers help to develop a better relationship between the community and school. The person who volunteers may learn new techniques for handling children and new activities to do with children. If the volunteer is a parent they get the opportunity to see how their child interacts in groups and how other children act who are the same age as their child. It also gives the child the feeling that he and his school are important to the parent. Better rapport is also established between the teacher and parent.

GUIDELINES FOR INVOLVING CLASSROOM VOLUNTEERS

Volunteers will continue to come to your classroom if they feel welcome, needed, and are given enough guidelines to be successful.

1. You might consider having a volunteer orientation session where you discuss classroom philosophy, guidelines for volunteers, appropriate guidance techniques, etc.

2. Greet volunteers when they enter the classroom. You might explain briefly what activities are planned for this section of the day. If this is the volunteer's first visit you might have a child give the volunteer a tour of the room. Make sure you introduce the volunteer to the children with whom he will be working.

3. Give the volunteer a choice of how they wish to help (observing the room or a specific child, participating in a center, working with an individual child, etc.)

4. It is helpful for volunteers if you have a list of ways of being involved posted in each center. For example, in the science center you might have a list of open ended questions that the volunteer could ask children regarding the current science activity.

5. You might want a file card for each individual child which states a goal they are working on and how the volunteer can assist the child in meeting the goal. For example, Suzi is working on identifying colors. The volunteer can help by having Suzi take a color walk around the room to pick out all the items that are red.

6. If the volunteer wishes to observe you might provide her with an observation form and encourage her to ask questions after the children have gone home.

7. If you are going on a field trip, give the volunteer a specific group of children to be responsible for.

8. It is important that you let the volunteer know that you appreciate their help. Some teachers do this by sending thank-you notes, listing volunteers names in the monthly newsletter, having a volunteer luncheon etc.

Handout for Classroom Volunteers

1. There is only one rule that applies to all children all the time: treat each child as a very special human being.

2. Remember that all behavior is caused; there is a reason for the way each child acts. Behavior is a function of feelings.

3. Concentrate on learning the children's names as quickly as possible.

4. Whenever you can, make your name known to the children in a natural, casual manner.

5. Be as relaxed, as unhurried and at ease as possible. Remaining seated whenever possible makes the adults in the room less conspicuous, and being seated on a child's "eye level" makes you seem friendlier and more approachable.

6. Avoid qualitative praise such as, "That is a good picture." A more appropriate comment would be, "Your picture is made with yellow circles." or, "Your picture makes me think of sunshine." Another comment is "Tell me about your picture."

7. Feel free to talk with the children; this helps to indicate your interest in them. A quiet, pleasant, natural manner of speaking is most effective. It is important that we do not give children the feeling that we are "talking down" to them by using a "special" voice or vocabulary.

8. Be aware of the total group when working with an individual or small group. The behavior of your group has an influence on the total atmosphere of the room.

9. Use positive rather than negative statements, e.g. instead of saying "Don't yell." say, "We use quiet voices indoors."

10. Refrain from asking questions when you are giving commands (e.g. "Would you please pick up?" when you mean, "It is time to pick up.") Put your statements in question form only when you are giving a choice and you are willing to accept what the child chooses.

11. Children learn some speech habits by imitating others; therefore, when talking with them you should use Standard English and refrain from slang expressions.

12. Avoid using comparison or competition among children as a means of motivation. These techniques cause negative feelings within children and hinder their relationships within the group. (e.g. refrain from comments such as, "Look how quietly John is sitting." "The quietest person can go to lunch first.")

13. A child needs to be prepared a few minutes early prior to a change in activity. Allow enough time for a child to complete an activity before suggesting another one. (e.g. "In five minutes it will be clean up time.")

14. In cases of children being in danger of hurting themselves or others, remain calm and composed in attending the emergency so as not to alarm the children.

15. Disapproval of children's actions can be shown when it is appropriate. It may be necessary to hold children's hands for a few seconds to prevent injury to another person, a toy may be removed if they forget the right way to use it, or they may need to be removed from the group until they remember to be more friendly or gentle in play with others. Control should be by substitution of desirable activities or by explanations except for emergencies.

FAMILIES UNDER STRESS

Currently there is great awareness and concern for children whose families are under stress. There are numerous kinds of stress: divorce, abuse, chemical dependency, a special needs child in the home and economic disaster to name a few. No matter what the stress the teacher cannot solve the family's problems. However, the teacher and the school can be a resource to the family. Many of the ways a teacher can support a family in one type of stress are applicable to other kinds of stress. The following kinds of family stress will be examined: divorce, having a special needs child, abusive and neglectful families and families involved with chemical dependency. Following is a list of Do's and Don't's which apply to all families, but especially to families under stress.

DO

1. Offer a variety of ways for parents to be involved.
2. Be aware of family and local values.
3. Set time to communicate with parents both formally and informally.
4. Be aware of family pressures. Refrain from too many expectations.
5. Learn to use "I messages" instead of "you messages" which tend to be blaming.
6. Learn to use reflective listening techniques.
7. Accept differences in family styles (single parent families, blended families, large families, close extended families, adoptive families).
8. Be aware of local, state and national referral agencies.

DON'T

1. Blame (parents are often quick to blame themselves).
2. Use jargon that parents do not understand.
3. Appear to know it all. (You might begin statements with "Other parents have said that______ has worked for them."
4. Give advice unless it is asked for.
5. Contact parents only when there are problems.
6. Gossip about families.
7. Make assumptions that all families with the same characteristics are the same (e.g., all two parent families are functioning well).

The following kinds of family stress will be examined: having a child with a disability, divorce, abusive and neglectful families, and families involved with chemical dependency.

Families With Children Who Have Disabilities

When a child with a disability is born to a family the parents are likely to go through the stages of grieving, to feel guilty, to have their self-concept undermined and to feel insecure. It cannot be assumed that by the time a child enters kindergarten that the parents have worked through all their debilitating feelings, although of course, some parents have. It is vital that teachers establish a partnership with the parents, providing continuitybetween home and school. Seeking causes or placing blame is unproductive for all concerned. We want to focus on the present and the future by helping the child reach her potential. As in all areas of working with families teachers need to analyze their own feelings towards children who are disabled and work at overcoming negative attitudes so that their effectiveness for working with parents is maximized.

Some effective ways of working with families are:

-Encouraging parents' involvement has the effect of empowering the parents to overcome their feelings of helplessness.

-Providing parents with the available community, state or regional resources.

-Integrating into social and work relationships those parents who have become isolated because of their exceptional child.

-Acknowledging the parents needs for emotional support by including them in planning and implementing of projects, where they will be with other families.

-Remembering that parents are often an excellent resource. They know what techniques have been successful and unsuccessful in the past and they are often experts on the disability.

Families in Divorce

When parents are going through a divorce the children frequently display signs of anxiety. The children's self-esteem may change and they may show signs of anger, fear or an inability to focus on their school work. You may want to talk with the parent about the observed changes, realizing, of course, that the parent is also going through similar tremendous upheavals of emotion.

As the teacher you need to be aware of your own feelings and attitudes about divorce, single parent families and alternate family structures. You will want to be supportive of families in the personal situations by:

-Suggesting honest discussions about feelings, living arrangements, and any changes that are or will take place.

-Giving the parent a list of community resources that are available.

-Realizing that parents are living with a great deal of stress and not pushing for extra commitments to school events, such as the school carnival, etc.

-Being aware of legal arrangements such as who is able to pick up a child from school.

In the curriculum areas you will want to consider:

- When discussing families in your social studies classes to call to the children's attention that there are many family patterns, extended, single parent, two parent, etc.
- When designing activities around holidays and special occasions keeping in mind the isolation and possible alienation the child is feeling. For example when you are making mother's or father's day cards the child could make a card for a favorite uncle or aunt especially if the parent has little or no contact with the child. Focus on families rather than a particular member of the family.
- When talking about career planning in school demonstrate variety by showing women in the work place and in a variety of careers.
- Schools are moving towards a literature based approach to the teaching of reading and writing. Make sure that you include choices that show many different family living situations.

Following are some suggestions you might want to give to parents who are dealing with divorce:

- Reassure children that they will be cared for and supported and that the divorce is not their fault.
- Involve the child with the non-custodial parent on a regular, frequent basis.
- Avoid competition between parents for the children's loyalty.
- Abstain from fighting in front of the children.
- Reduce emphasis on economic stress and worries as much as possible.
- Avoid buying things to gain the child's loyalty.

Abusive and Neglectful Families

Parents who are abusive often have the following characteristics: They were abused or neglected as children, they have recently experienced family stress, they have low self-esteem and they have inconsistent and unrealistic expectations of children.

Some indicators of child abuse and neglect may be: Unexplained and frequent bruises and welts, burns, fractures, lacerations or abrasions; hunger; poor hygiene; inappropriate dress; unattended physical problems or medical needs; consistent lack of supervision; difficulty in walking or sitting; frequent urinary or yeast infections; pain or itching in genital area; withdrawn, nervous.

Tips for the teacher in dealing with abusive and neglectful parents are:

- Report the abuse to the proper authorities (County Protective Services, police). Montana law requires that school teachers report suspected neglect and abuse or be held civilly liable. Anyone reporting child abuse or neglect is immune from liability unless acting in bad faith or with malicious purpose.

- Document evidence. Use specific, objective language. Be sure to avoid judgments.

- Make a point of letting the parents know the positive things their child is doing in school.

- Refer the parents to a support group, parenting classes, respite organizations, phone stress lines etc.

- Be aware of your own feelings towards abusive parents and develop the necessary sensitivities to work with the family in a constructive manner.

Families Involved With Chemical Dependency

Chemical dependence is considered a "family disease". It is often characterized by fighting within the family; denial that anything is wrong; feelings of guilt, anger and depression; and obsession with the chemically dependent person to the point of families centering their whole lives around that family member. Each person in the family may play survival roles such as enabler (super responsible, covers up for the chemically dependent person), family hero (works hard for approval, very responsible), scapegoat (act out, defiant), lost child (very independent, withdrawn) and mascot(clown, super cute). These characteristics may also be found in other kinds of dysfunctional families.

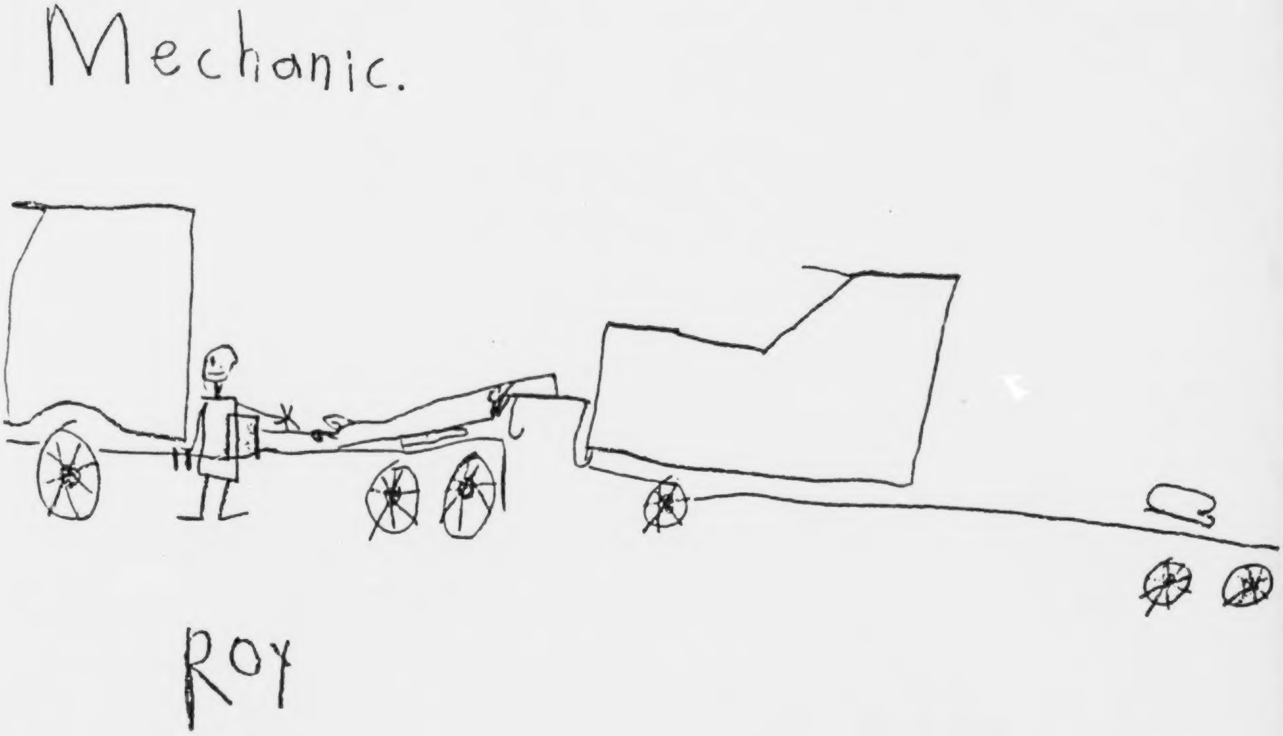
Following are suggestions for working with chemically dependent families:

-Be aware of dependency-codependency characteristics.

-Be aware of the roles that children from chemically dependent families may play in the classroom.

-Be aware of support groups within the community (Alanon, AA, Alateen, Alatot, local treatment centers etc.)

-Develop rapport with the family. If an opportune time presents itself refer the family. Be aware of extended families.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THE LEARNER

THE LEARNER

This part of the handbook has been developed to aid kindergarten teachers in understanding the children with whom they work. It also shows how the characteristics and needs of children form the basis for the great variety of experiences that can be provided for the children in kindergarten. Knowledge of developmental stages in the growth of children indicates the fact that chronological age is not a reliable clue in planning educational programs, e.g., a large and well coordinated boy, five years of age, may use the vocabulary of a three-year-old or may act out his feelings like a four-year-old. Since the growth of children is not uniform, the classroom teacher must be prepared to observe and evaluate the individual child and provide appropriate skills and language patterns.

Although most kindergartens admit children on the basis of chronological age, it is possible that the children within a single classroom could range in developmental ages from three to eight years over the span of a kindergarten year. In addition, developmental ages will vary greatly within the individual child. Since children grow and develop a great deal in a nine-month period, they have different educational needs as they pass from one developmental stage to another. There is considerable variation in interests, attention spans, and experiences within most classrooms. Teachers must recognize and develop programs which meet individual differences.

Providing for children's needs is the basis for selecting materials and equipment, determining the curriculum and planning the room arrangement. The challenge to the teacher is to provide a match of each child's total development and maturity with materials and resources to further enhance or stimulate learning.

Children learn best when the following aspects of development and environment are observed.

Social and Emotional

All children need to have:

Love and affection, A
positive self-concept,
Independence and
interdependence, Interaction
with others,
Models for identification,
Support and encouragement,
Opportunity for release of
tension, Guidance toward
self-control,
A feeling of belonging,
Acceptance of their
emotions,
Acceptance of their culture.

Physical

All children need to have:

Freedom to move and
manipulate their bodies,
Optimum nourishment,
Opportunity for vigorous
activity,
Sufficient rest and sleep,
A safe environment.

Intellectual

All children need many opportunities to:

Communicate,
Verbalize,
Have many sensory
experiences,
Experiment and manipulate,
Observe and question,
Create,
Solve problems,
Satisfy curiosity,
Experience aesthetic
satisfaction,
Explore,
Interact,
Learn about written
language,
Listen to stories being read,
Understand numbers,
Comprehend the world
around them.

To form the basis for work with all children:

-be aware of their past and projected characteristics;
-be aware of the great range of individual differences;
-be aware that application of standardized patterns to all children is harmful and impossible.

PHYSICAL DEVELOPMENT

Physical development relates to the child's physical coordination; increase in muscular strength; over-all growth patterns of the body; and functional development and use of organs of hearing, sight, taste, smell and touch.

Suggested observations and questions about children's physical development.

Observe children on the playground

Describe the use of their bodies

Do they seem well-coordinated for their age?

Can they walk across a balance beam?

Do they know how to hop, skip and jump?

Can they throw a ball to someone?

Can they catch a ball?

Observe children in the classroom

Are they able to cut with a pair of scissors?

Can they zip, button and tie a knot or bow?

Can they use the toilet independently?

Are they tired at any time during the day? When and why?

Can they draw a recognizable object?

Basic Characteristics Of A Child Who Has A Physical Age Of

A 3 Year Old

Motor skills are unevenly developed

Erratic activity level with need to be active

Shows fatigue by being irritable and restless. May still need daily nap

Can button and unbutton large buttons

Learns to dress and undress

Toilets self during the day

Does a forward somersault

Uses vertical, horizontal and circular motions when drawing

Can slash with scissors

Can eat without spilling

Can drink from a cup

Strings large beads

Can throw a ball underhand

Can catch a bounced ball

Pats, pokes, enjoys clay and action toys

Turns pages of a book one at a time

Builds a tower of seven or more blocks

Jumps in place

Can stand on one foot momentarily

Jumps and runs with music

Can pedal a tricycle

A 4 Year Old

Learns through motor movement

Has rapid muscle development. Goes beyond bounds

Constantly active; not given to restraint; knocks things down

Easily fatigues; may need quiet time

Independent; tries to do things alone

Can change rhythm or direction while running

Can hop on both feet

Can pump on a swing

Is developing sureness when running, jumping, climbing, and galloping

Can throw a ball overhand

Can gallop

Can string small beads on a string

Can catch a large ball

Cuts on line

Can complete a six piece puzzle

Draws a two-part person

Copies a cross

Can build a tower of ten or more blocks

Basic Characteristics Of A Child Who Has a Physical Age of

A 5 Year Old

Has reached a period of general "slow down" in skeletal growth

Still needs mid-morning snack

Has developed large muscles that require continuous strengthening through physical activity and use of appropriate equipment

Has better control over large muscles than small ones; not ready for complicated skills and small muscle coordination

Runs, skips, hops, turn somersaults, uses overhead ladder

Is active but tires easily and needs planned periods of rest

Activity has direction

Beginning to sit still in a group or during individual activities for short periods (15-20 minutes)

Sensory motor equipment not ready for reading; far-sighted and lacks eye-hand coordination necessary for formal work with books and small objects

Generally has developed hand preference that should not be changed

Enjoys the sense of touch and is aware of texture: rough, smooth, dull, shiny, wet, dry

Beginning to lose teeth

Much learning is still through a motoric manipulative mode (physical)

A 6 Year Old

Can complete a 15 piece puzzle

Reaches about 2/3 of adult height

Attention span is variable, depending on activities

Attempts to use tools and materials; can join boards and make simple structures

Often fills own need for variety, for rest, for change of pace. Takes break as needed

Uses pencils, pencil crayons, magic markers, paints, chalk and wax crayons for coloring and drawing

Can cut and paste

Likes to write on chalkboards

Very active; in almost constant motion; often appears clumsy

Can use large needle; does simple beading, simple weaving, and bead patterning

Does all motor movements (walk, crawl, run, hop, jump, leap, skip, slide, gallop)

Jumps rope by self

Eyes more fully developed to begin reading

Basic Characteristics Of A Child Who Has A Physical Age Of

A 7 Year Old

Muscle coordination better but frustrated if too exacting

Uses implements well

Has sufficient attention span for appropriate task

Large muscles well developed

Can do uneven motor movements (skipping, sliding, galloping) well

Can do basic movements backwards and on a diagonal

Jumps rope rhythmically

Fine muscles are coordinated and varied

Eye movements more developed

Eye-hand movements more fully developed

Does small muscle activities on own initiative

An 8 Year Old

Increase of speed and smoothness in fine motor performance

Can throw accurately

Can bat a ball

Better eye-hand coordination

Has become more sophisticated in motor skills: speed, smoothness, coordination, strength, agility, precision

Needs planned activities to aid in large muscle coordination as these increase rapidly at this age

Rhythmic activities interest increases

Deviations in hearing and sight become obvious

INTELLECTUAL DEVELOPMENT

Intellectual development is apparent in the increasing awareness of the child's environment; the ability to recognize relationships; move from concrete to abstract concepts; to sense cause and effect and to solve problems appropriate to the child's age-norm.

Suggested observations and questions about children's intellectual development:

Observe a child having conversation with another child

Did the children seem to express themselves easily or with difficulty?

Did either child give information, ask questions, or give directions?

Observe one child

When does the child talk the most or the least?

What does the child talk about?

In what ways does this child use nonverbal means of communicating?

Does this child talk primarily with other children or with adults?

Observe child using blocks

Is the child haphazard in selecting blocks or is there very careful choice according to size and shape?

Does the child seem concerned primarily with construction itself or the finished product?

Is the child concerned with construction problems like making a tower stand up or a block balance, or does it appear that working out some fantasy or dramatic play idea is more important?

How long does the child stay with the activity?

Basic Characteristics Of A Child Who Has An Intellectual Age Of

A 3 Year Old

- Vocabulary of 300-1,000 words
- Can be understood 80% of the time
- Is talkative, imitative, imaginative, inquisitive
- Confuses fantasy and reality
- Likes to listen to simple stories and nursery rhymes
- Looks at books--'reads' them to others
- Recites nursery rhymes, sings songs
- Has trouble with passage of time; confuses tomorrow with yesterday
- Can answer where and what questions
- Responds to adult suggestions
- Compares two objects
- Talks about future plans such as proposed trip
- Tries out words dramatically
- Can assemble simple puzzles
- Can sequence in some areas
- Uses objects symbolically in play
- Can classify by one attribute
- Names primary colors
- Understands "more", "bigger", "smaller"
- Can place blocks in a bridge

A 4 Year Old

- Highly imaginative - may have imaginary companions
- Does not differentiate between truth and fantasy
- Imitative in language, manners and habits
- Great curiosity; asks many questions, usually asks "why, what, how?"
- Perceives and labels things in wholes or parts
- Capable of answering fairly comprehensive questions
- Lacks understanding of time and space relationships
- Listens intently to stories and nursery rhymes, likes to hear favorite stories over and over again
- Has speaking vocabulary of 1,500-4,000 words, may understand 20,000 words
- Progressing in organization of nouns, verbs, adjectives
- Uses complete sentences of five to eight words; becoming more efficient and flexible in all speech
- Beginning to use abstract words and to attach meanings to abstract words
- Completes a six piece puzzle
- Forms a square from two triangles
- Matches pictures of objects

Basic Characteristics Of A Child Who Has An Intellectual Age Of

A 5 Year old

Beginning to understand the differences between reality and fantasy

Chooses colors imaginatively; discovers they can be mixed and uses them experimentally. Is aware primarily of contrast

Imaginative, creative and inquisitive. Seeks self-expression; likes dramatic play and likes role-playing

Learns by doing imitating, observing, exploring, examining, investigating, experimenting and questioning

Is inquisitive and wants to explore, investigate, manipulate and experiment with a variety of materials and media

Is curious about own world

Learns through use of the five senses

Learns through concrete and direct experiences rather than abstractions

May derive satisfaction from doing rather than from the finished product

Recognizes some details. Understands some whole or part relationships

Begins to show an ability to think things through and solve simple problems. (This is a vitally important characteristic that should be continuously encouraged and developed)

Enjoys intellectual challenges

Recognizes familiar objects with fewer clues

Interested in telling stories and relating own experiences

Improves language at this level by use of example and substitution

Likes to identify repetitious phrases, words, letters.

Recognizes name in print and may print first name

Possesses a speaking vocabulary of approximately 3,000-8,000 words

Independent thinker; answers without mimicry

Expresses fluent and flexible speech patterns; talks in complex full sentences; enjoys using new words

Asks many questions that are relevant, meaningful, direct and personal

Develops further understanding of abstract words relative to experiences

Uses most speech sounds correctly

Begins to develop a concept of time, space, numbers, and has a memory of past events

Uses numbers incidentally; likes to count

Is learning to listen for a purpose and without interruption

Greater independence in learning and solving problems

Paints what the child knows, and not what the child sees

Basic Characteristics of Child - Intellectual Age of 5 years (contd)

Thinks mainly of the present, but can reason and generalize to some degree

Interested in doing and observing things related to immediate experiences

Begins to show a gradual increase in span of interest and attention but easily disturbed

Has ability to recognize individual words in speech

Uses more complex and abstract sentences in stories

Draws a person with seven parts

Shows interest in simple scientific explanations of experiences in the child's everyday world

Able to learn full name, address and telephone number

Can complete a 15 piece puzzle

Basic Characteristics Of A Child Who Has An Intellectual Age Of

A 6 Year Old

- Begins to demonstrate concrete operational thinking
- Demonstrates conservation of numbers
- Understands seasons in terms of suitable activities
- Likes to be read to
- Recognizes words, phrases, sentences
- Likes poems and the rhythm of language
- Shows interest in the sounds letters make
- Is able to print upper and lower case letters, some words and first and last name. Writes numerals in sequential order
- Uses inventive spelling
- Is able to count to 100
- Is able to name coins
- Adds within ten
- Understands groups, objects (sets)
- Uses simple measurements
- Solves problems with greater degree of independence
- Time and space relationships develop
- Has control of grammatical structures of native language
- Has a speaking vocabulary of 8,000-14,000 words

A 7 Year Old

- Can read and comprehend simple paragraphs; uses manuscript to write words and sentences in upper and lower case letters
- Learns best in concrete terms
- Needs situations in which to be active in learning
- Interested in relationships within home, school, community and far away places
- Shows interest in past, present, and future time
- Shows interest in end product, as well as the activity
- Has greater perception and discrimination of what is seen, heard, done
- Apt to identify self with characters read about
- Is developing a concept of place value
- Is increasing in ability to do independent problem solving
- Hypothesizes in problem situations
- Quantitative recognition reasonable
- Relates events to time and place
- Demonstrates conservation of mass and length

An 8 Year Old

Better able to understand foreign countries and world relationships

Interested in people from many cultures and times past; interested in reading books on these topics

Eager to verbalize and respond

Enjoying reading for information and pleasure

Can use table of contents and index

May begin cursive writing using good spacing and correct use of upper and lower case letters

Can write a story with more consistent use of standard spelling

Increasing ability to cope with abstractions

Possesses better techniques and skills in problem solving

Becoming a more independent reader

SOCIAL DEVELOPMENT

The changes in the child's attitudes and actions in getting along with others (peers and adults) is basically social development.

Suggested observations and questions about children's social development:

Observe **one** child in the classroom

Does the child make contact with anyone else? Who is it? What are the circumstances?

Does the child usually initiate contact or wait for others to make the contact?

Does the child seem able to take turns?

Does the child seem helpful to other children?

Does the child look to adults predominantly for protection, ideas for play, comfort, participation in play?

Basic Characteristics Of A Child Who Has A Social Age Of

A 3 Year Old

Is usually adaptable and amiable

Is friendly with other children but still likes solitary and parallel play.

Understands taking turns

Depends on adults for help

Boasts about abilities

Imitates others

Likes to give orders; tell others what to do

Has definite need for attention, especially from adults

Basic Characteristics of A Child Who Has a Social Age of

A 4 Year Old

Enjoys being a member of an active group (peer and older) for short periods of time

May still have nightmares and be afraid of the dark and monsters

Shows affection for younger children and children who are hurt

May continue to need security blanket or object

Many characteristics of a 3-year-old but tends to become more aware of what other children are doing

Difficult to manage at times; prefers to say "no" first

Does not always get along well with other children

Can be bold and bossy

Needs opportunities to give and take, to play cooperatively with other children

Has strong family feeling

Pretends to be grown-up and enjoys dressing up

"Cares" about what peers and adults feel toward self

Thrives on praise

Significantly affected by the criticism of those the child likes

Becomes increasingly responsible for duties in the home

Still fluctuates between lack of confidence and desire to act independently

Begins to accept a moral code of right and wrong, good and bad

Develops understanding in the concepts of preservation, destruction

A rapid development in expressing a sense of ownership as to persons and things (**my** ball, **my** mama, etc.)

Overall this is the age where the child becomes **selective** of everything (friends, toys)

Dislikes isolation from group

Basic Characteristics Of A Child Who Has A Social Age Of

A 5 Year Old

Is sociable and seeks companionship of other children, but is self-centered at times

Plays best in small groups of two to five, but shows an increased ability for enjoyment of larger groups and group activities

Plays well with groups and alone; duration of tolerance for large groups is short

Likes to show objects and share experiences

Is eager to please

Asks adults for help when needed

Enjoys companionship of other children and adults

Is developing a respect for rights and feelings of others and learning to take turns

Forms strong friendships for short periods of time

Enjoys simple directions; is proud of ability to carry them out

Is cooperative; wants supervision; likes to have approval; blames others for own misdeeds; decides wants quickly

Likes to care for younger siblings; should not be given too much responsibility

Is capable of and eager to assume definite responsibilities within level of maturity

Is very imaginative

Fantasizes a great deal, loves make believe

Is an attentive observer or eager participant

Is curious about the world as it relates to self

May have occasional "tantrum"; makes accusations and finds fault

Has strong feeling for family; likes to be with family; enjoys family picnics and holiday celebrations

Likes to tell jokes

Begins to participant in cooperative play

Basic Characteristics Of A Child Who Has A Social Age Of

A 6 Year Old

Has picture book interest in children of other lands

Likes much group play; imaginative play of house, store, etc. Interest mostly self-centered; little solitary play; often plays with a constant friend

Expanding environment; home, school, community relationships important

Other adults become more important. The parents' role is changing in the child's world

Interested in things money buys rather than in money itself. Needs help in planning what to do with money; on shopping excursions must buy something

Has difficulty in making decisions. Needs guidance in planning activities

Dresses self completely; Has a pride and interest in clothes, what to wear for different seasons and weather but needs help with caring for clothes

Tends to become attached to those children who have same interests and abilities

Has difficulty determining intentions in situations

A 7 & 8 Year Old

Wants and accepts responsibility but often forgets

May like things orderly and attractive

Plays in pairs or groups; makes rules and insists on taking turns. Fairness is important. Has beginning of real cooperation. Learns to lose but must win in the end.

Likes to help at home. Is better at helping than doing things alone

Loses things easily. Needs help in storing possessions

Has increased interest in money and what it does; knows money and how to ask for change

Likes to telephone friends

Variable in interest in personal appearance; needs help with care of hair

Becomes interested in sports and physical activities of older children (baseball, football, basketball, etc)

Shows disregard for those activities (mental and physical) in which child is inept
Have internalized parents' standards

EMOTIONAL DEVELOPMENT

Changes in the child's reaction to opposition, conflict, fear, pain, uncertainty, and problem situations as well as comfort, satisfaction of needs, love and understanding constitute emotional development.

Suggested observations and questions about children's emotional development:

Observe **one** child

What seems to give the child satisfaction?

How does the child show it?

What seems to make the child uncomfortable? Who or what was involved?

Does the child outwardly express aggressive feelings? How? If not, why?

How does the child respond to outward expressions of other people's feelings of aggression?

What does the child do well?

In what does the child show confidence?

Basic Characteristics Of A Child Who Has An Emotional Age Of

A 3 Year Old

Needs much individual attention. May want to stay close to adult and sit on lap

Is egocentric. A "show-off" at times

Needs much help in controlling behavior

Wants to be helpful; may drop or break things in process

Solves problems and communicates through physical actions

Has interest in here and now

Eager to please; needs praise

Watches adult faces for clue of approval or disapproval

Takes suggestions easily

Enjoys people

Watches others and imitates

Shows self-control (begins to take turns)

Developing independence (leaves parent for nursery school, plays by self)

A 4 Year Old

Emotionally erratic

Wants immediate gratification of whims; may throw temper tantrums

Displays negative attitudes at times

Displays unrest and explosiveness

Attention seeker

Laughs at odd things; own humor; can be silly at times especially if tired

May stutter under pressure, is susceptible to pressure and tension

Has more fears than when younger; understands more dangers

May cry easily

May go out of bounds (likes to brag)

Is learning limits (likes to go on excursions, runs ahead but waits on corner, interested in rules, plans ahead with adults)

Understands what is "fair" and "unfair"

May have imaginary companion

May use inappropriate language

Basic Characteristics Of A Child Who Has An Emotional Age Of

A 5 Year Old

Needs a sense of belonging

Gains a feeling of security from definite routines. Likes to have rules

Is continuing to develop a self-image

Enjoys and responds to repetition

Responds to tension and over-stimulation with noise and aggression

Has a growing desire for approval and an eagerness to do what is expected

Needs opportunities to do things for self and to develop individually

Responds to a feasible challenge

Is beginning to develop self-control, accept suggestions, and initiate an action

Has a growing sense of humor and appreciation for humorous incidents and situations; likes to laugh

Shows anger as a common emotion

Has a feeling of rivalry; sometimes jealous of others; wants recognition

Is interested in immediate and realistic experiences; still in "I" stage

Is friendly, sympathetic and helpful

Is sometimes impulsive

A 6 Year Old

Is highly emotional

Is self-assertive and aggressive

Wants and needs to be "first"

Enjoys competition if winning (will cheat if necessary)

Needs praise and approval

Needs clear and simple directions in advance to get started in right direction

Needs activities which provide a feeling of success

Likes to take products home to show parents

Name is important; writes name on products

Has difficulty accepting being ignored

Wants to know "what" and "why" about a wide range of things

Likes activity, becomes bored rather easily

Basic Characteristics Of A Child Who Has An Emotional Age Of

A 7 Year Old

Is reaching out for independence; needs encouragement

Is sensitive to praise and blame

Is less boisterous and rebellious

Has a sense of humor

Reacts negatively to teasing

Is developing sense of completion

Is impatient in demands for help

Accumulates products in desk and takes home occasionally

Ownership becomes important

Tends to explore and try things

Senses status with other peers

An 8 Year Old

Has increasingly good judgment in what another child is trying to do

Time is important; can't wait for future events

Likes to do things neatly but sometimes in too much of a hurry

Likes to help teacher. Wants teacher to enjoy activity with child and have a turn

Responds to humor in a problem situation

May be introspective enough to solve a problem if the adult remains silent

Gravitates to those of like interests

Develops interest in adult activities (games, sports, speech)

LEARNING STYLES

Children learn in different ways. Children are not limited to one mode, but usually learn in a combination of two or maybe three modes, with a dominant style of preference. There are a number of learning styles but the most common approach to classroom application of these different styles is to look at VISUAL, AUDIO, KINESTHETIC and TACTILE. (VAKT)

As you are planning your learning environment you will want to incorporate each of these styles into your centers and activities. For example, if teaching a Gingerbread Boy unit you would want to include activities for sequencing that would tap each of the VAKT learning styles.

Visual: cards with pictures of the events which the child can arrange. These pictures would include the gingerbread boy being made, then being popped into the oven, another running out of the house and so on. The cards would be mixed up, then the child would put them in order from her memory of the story.

Auditory: retell the story or listen to two parts of the story on tape. Then put two brief sequences on a language master and have the child draw or tell which one came first.

Kinesthetic: This means movement. The child can create the characters out of clay, playdough, puppets from paper bags, or can act out the story. The child can then sequence the figures in the order that the Gingerbread Boy met these characters.

Tactile: This is often hard to distinguish from Kinesthetic. But it means touch. You could create the same characters out of different materials, so that by touch the child would sense the different characters.

By making all these different types of Gingerbread Boy characters each child could select the medium of her choice and accomplish the task of sequencing through the mode that best matched her own style. By manipulating the different styles the children are not only using the strength of their preferred style, but they are also building the areas in which they are not particularly strong. By creating centers and activities that integrate all of these approaches for all the children, we are more likely to have complete learning taking place for all children, not just those who are visual learners, which is often the case.

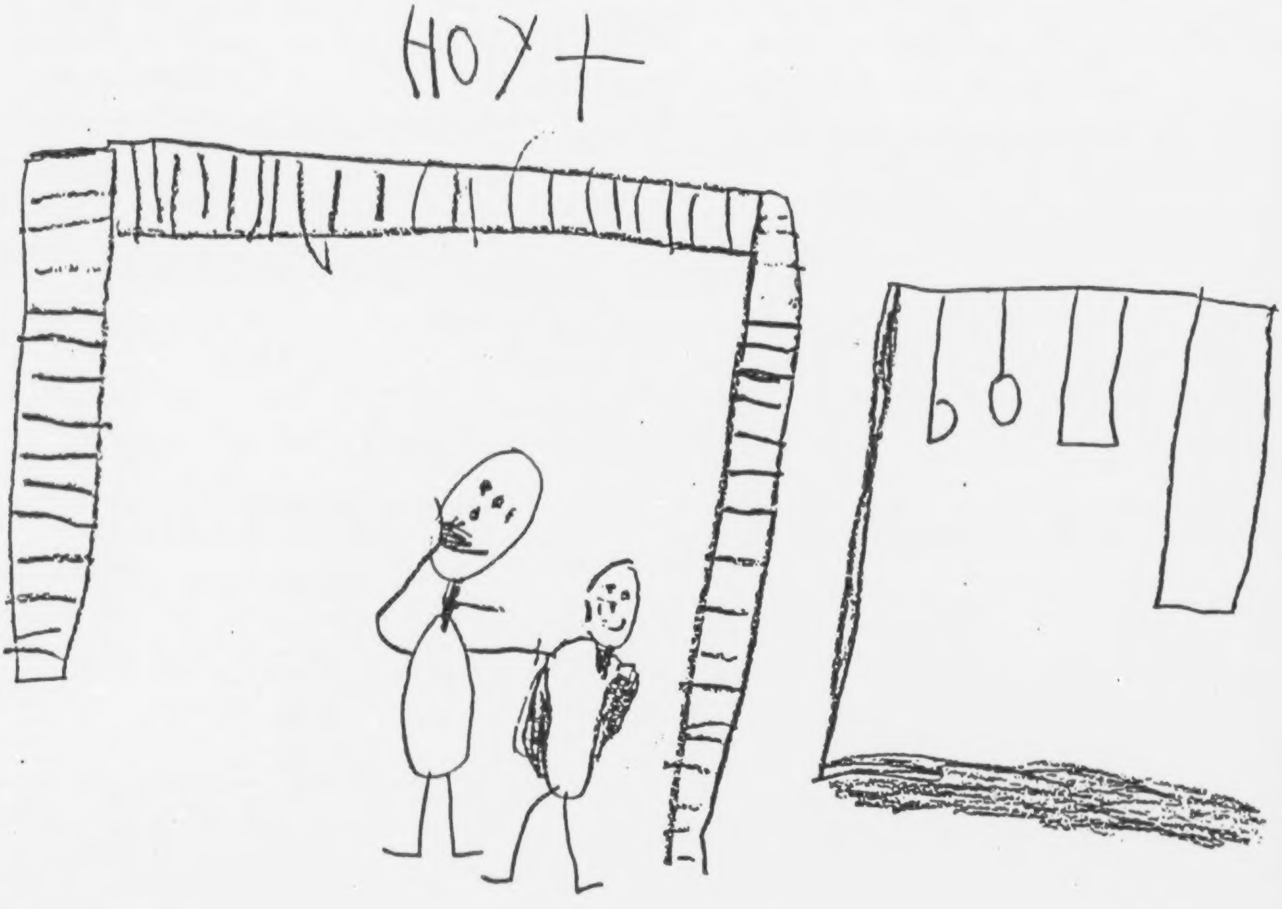
Another area where differences in learning style take place is in what has commonly been called left brain/right brain. These may or may not take place in one or the other hemisphere of the brain, but they do indicate different approaches to thinking styles.

Left brain thinking tends to focus towards: linear, analytic, detail, convergent approaches, whereas right brain thinking tends to focus on global, synthetic, creative or divergent approaches. Finding activities that call upon both these kinds of thinking help all children learn. Using a variety of modes teaches to each child's different strengths, and allows us to stretch both kinds of thinking, not just the dominate mode for each child.

The activities you would want to use with left brain thinking would include sequencing, description, details. Right brain activities would tend towards socio-dramatic play and building background through experiences.

Since every one of these styles addresses story comprehension through sequencing you will want each of the approaches to be available to all of the children. This can take place through your activities, centers or small group time. Schools have tended to focus on visual/auditory and left brain modes. Those children who are kinesthetic/auditory and right brain, for example, are often left behind in the isolated skill/workbook approach. We want to be sure to take the broader approach.

LEARNING ENVIRONMENT



LEARNING ENVIRONMENT

CLASSROOM ARRANGEMENT

The way your room is arranged contains messages about your expectations. For example, if your room is arranged with all the desks facing the front of the classroom the message you are giving is that children are to sit in their desks and listen to and learn from the teacher. If instead of desks, your room has tables and chairs you are giving the message that children work cooperatively and in small groups, learning from each other.

If you believe in: peer tutoring, integrating curriculum, a hands on project oriented approach, the teacher being a facilitator, children having choices of activities, and meeting children's individual needs then you will probably choose to arrange your room into learning centers. Because learning centers are so consistent with early childhood philosophy most early childhood teachers choose this method of arranging their room.

Some of the basic centers found in kindergarten classrooms are:

- dramatic play
- creative art
- language arts (includes reading, listening and writing)
- music
- cognitive-manipulative
- math and perception
- science
- block-construction
- cooking

In addition, you might add other centers such as:

- cultural center
- sculpture center
- games center
- social studies center
- sewing center
- carpentry center
- building center
- transportation center
- camping center
- outdoor art center
- research center
- puppet center
- gardening and yard center

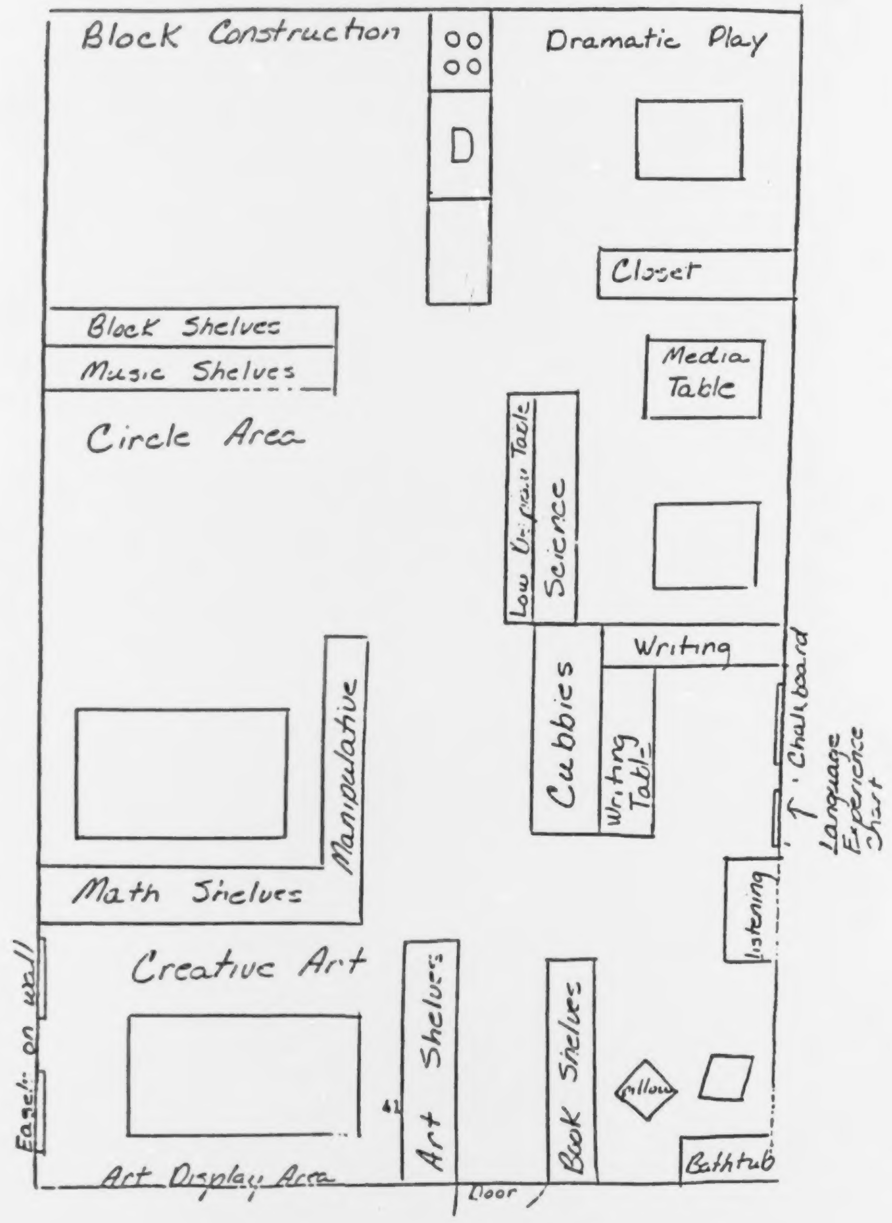
Centers are generally developed by arranging furniture and shelving to separate your room into clearly defined areas. However, special interest centers may also be established on top of shelves (e.g. measurement center), on bulletin boards (e.g. made in Montana center), in a refrigerator box or other large box (e.g. film strip center). In addition, you may have a portable center that is only brought out during certain periods of the day (e.g. a sewing center).

In a classroom utilizing learning centers the role of the teacher is to: determine children's needs and interests through observation, assessment, interest inventories and discussions with the child; to establish the environment; to introduce the centers, many teachers do this at an opening circle; evaluate progress through center checklists, individual student task cards, anecdotal records, teacher child conferences and work samples; and to guide and facilitate, to help a child find an activity, help a child get into a group, raise questions that may clarify a situation, assist in problem solving and clarify the use of materials.

Materials in centers need to change frequently to give the children exposure to new concepts and to reflect the children's increasing skills. Entire centers may also need to be changed. For example, the dramatic play center may be a family living center, then a store, a beauty and barber shop, a post office, a hospital, etc.

Materials in your classroom need to be anti-bias. The dramatic play center should contain multi-racial dolls, both boy and girl dolls, and ideally a doll with a disability. Both boys and girls dress up clothing should be included. Posters, pictures and books in your room should reflect diversity.

SAMPLE ROOM ARRANGEMENT


Block Construction
D
Dramatic Play
Closet
Block Shelves
Music Shelves
Media Table
Circle Area
Low Unipiece Table
Science
Writing
Cubbies
Writing Table
Chalkboard
Language Experience Chart
Manipulative
Math Shelves
listening
Creative Art
Easels on wall
Art Shelves
Book Shelves
Pillow
Bathtub
Art Display Area
Door

ROOM ARRANGEMENT CHECKLIST

1. Are the areas divided into clearly defined learning centers?
2. Are the shelves labeled or marked so that there is a specific place for each item?
3. Is the equipment child sized?
4. Are low shelves and furniture used as dividers?
5. Are children's materials accessible to them?
6. Are adult materials stored out of reach of children?
7. Is there an area where the entire class can meet together?
8. Is every area of the room being utilized?
9. Are there clear traffic paths but not large open areas to run in?
10. Are the traffic paths arranged so that children can get from one area to another without interfering with other activities?
11. Is there an area where a child can go to be alone?
12. Are noisy and quiet areas grouped together?
13. Are centers placed near needed resources (art near water source)?
14. Do children have a private place to keep their possessions?
15. Are pictures and posters intended for children posted at their eye level?
16. Are materials anti-bias?
17. Are there many open ended materials (materials that can be used more than one way)?
18. Are materials chosen that children can use independently?

On the following pages are suggested materials that you might use in your basic learning centers. This list is not exhaustive, but can be used as a guideline. Through the use of a variety of concrete materials, opportunities for classification, forming judgments, and seeing relationships are provided. As children explore and experiment, they all become familiar with the meaning and use of symbolic media enabling them to strengthen and expand cognitive learning.

Materials and Equipment for the Classroom

Classroom equipment should be colorful, adjustable, lightweight, durable, flexible and safe to meet physical and health needs of children.

- Tables (children's)
  - Rectangular 24"x48"x30"x60"
  - Trapezoidal 30"x30"x60"
  - Round 48" diameter
  - Chairs (varying child sizes)
  - Toilets (child size)
  - Wastebaskets
  - Bulletin boards and bulletin strips (child's level)
- Shelves and tables for display area
- File cabinet
- Cupboards for storage
- Low shelves for dividers and storage
- Pencil sharpener
- Drinking fountain
- Sink
- Cubbies

Materials and Equipment for the Creative Arts

Materials should be provided in the kindergarten so that the child will have the opportunity to make choices and the freedom to express ideas through a variety of media.

- Easels - wood or aluminum (check to see if sturdy)
- Paper
  - construction,
  - tissue and crepe,
  - manila
  - fingerpaint
  - newsprint
  - wrapping paper (roll)
  - tag board
- Brushes
- Paste
  - white paste
  - all purpose glue
  - wheat paste
  - rubber base glue
- Scissors, blunt-edged, both left and right handed, sharp, pointed
- Clay
  - natural moist clay
  - other modeling materials
- Mexican pottery clay (free from lead)
- Crayons (large waxed ones)
- Paint
  - liquid tempera
  - fingerprint
  - powered tempera
  - Water colors
- Stapler and staples
- Rubber bands
- Scrap materials
  - paper scraps
  - cloth and ribbon
  - burlap, canvas, hides, buckskin
  - string, wax thread, sinew
  - newspaper
  - wall paper
- Block printing materials
- Rack for drying children's paintings
- Chalk - pastels, charcoal
- Magic Marker, water soluble
- Miscellaneous
  - tissue
  - cotton
  - pipe cleaners
  - wax paper
  - cotton yarn
  - cellulose tape
  - buttons
  - glitter
  - pins
  - aluminum foil
  - masking tape
  - weaving loops
  - natural materials
  - yarn
  - beads
  - feathers

Materials and Equipment for the Language Arts Center

This center includes writing, reading and listening areas. The area should be located in a quiet area of the classroom.

Reading and Listening Corner

Display rack so that books are displayed full face.
Comfortable chairs, bean bag, pillows, bathtub with pillows or reading box.
Many appealing children's books including child made books, factual books, poetry, predictable books
Puppets
Flannel boards and flannel board stories
Tape recorder and tape recorded stories
Blank tapes to record your own stories
Earphones
Games stressing classification and sequencing skills
Word cards for making and transforming sentences
Clone stories
Rebus stories
Recorded story tapes, music, etc.

Writing Corner

Table and chairs
Variety of writing instruments (pencils, pens, crayons, markers, quills)
Variety of sizes, shapes and colors of paper
Variety of other material to write on including bark (white birch), hides
Old phone books, catalogs, magazines, and junk mail
Scissors, tape, hole puncher, yarn, paper clips, saddle stapler to create books
A variety of kinds of alphabet letters to manipulate and copy (sandpaper letters, magnetic letters) templates, stencil, anagrams, etc.)
Alphabet cards
Name cards
Sign-language cards
Stationery and envelopes (recycled)
Stencils
Stamps and stamp pad
Typewriter and/or computer
Pan of sand to write letters in
Chalkboard, chalk
Blank books
Story starters
Dictionaries (pictionaries)

Materials and Equipment for the Science Center

Materials in this center relate to biological, physical and earth science and may be from a variety of sources such as natural, commercial and found materials. When children manipulate materials of these kinds, they are stimulated to ask questions and make further observations.

Since kindergarten children learn best through direct experience, science materials should be displayed on shelves, tables and open cupboards so that children can observe and manipulate the materials and equipment.

- Long bar magnets
- U-shaped magnet
- Iron filings
- Thermometer
- Globe
- Compass
- Pendulum
- Magnifying glass
- Microscope
- Tuning forks
- Gears
- "Fix-it" and "Try-it" materials
    - clocks
    - locks
    - wires
    - screws
    - wheels
    - pulleys
    - nails
    - switches

- Rock and shell collections
- Inclined Plane
- Bird feeder
- Insect collection (made by children)
- Ant farm
- Incubator
- Color paddles
- Maps
- Weather vane
- Rain gauge
- Aquariums and terrariums
- Flower pots, soil and seeds
- Animal cages (large and small)
- Animals
    - fish
    - snails
    - chickens
    - snakes
    - white mice
    - chrysalis
    - rabbits
    - guinea pigs
    - hamsters
    - birds
    - hermit crabs
- Materials to identify (taste, sound, color)
- Pictures, filmstrips and books relevant to science studies
- Balloons
- Prisms

Materials and Equipment for the Cooking Center

Children learn science principles, math concepts, and cultural insights through cooking activities. They also learn to read recipes and follow directions. Cooking can be done with individuals or small groups.

- Hot plate
- Electric frying pan(deep)
- Pots and pans
- Pitchers
- Measuring devices
- Peelers
- Graters
- Bowls
- Cookie sheets
- Food mill
- Cutting board
- Knives
- Wooden spoons
- Toaster oven

Materials and Equipment for the Music Center

Rich and meaningful musical and rhythmic experiences can be provided through instruments of good quality, good music to hear, songs to sing and opportunities to create, with ample space in which to move about during rhythmic activity.

Rhythm Instruments

- Tambourines
- Cymbals
- Tone blocks with beater
- Group drum
- Hand drums
- Rattles
- Flutes
- Rhythm sticks
- Sand blocks
- Maracas
- Triangles
- Drums
- Bells
- Castanets

Materials for children to make their own instruments
Streamers or light material to use when dancing
Paper to write own music
Books about composers

Audio Materials

- Phonograph
- Earphones/listening center
- Tape recorder and tapes
- Records (variety representing different styles)

Melody/Harmony Instruments

- Resonator
- Piano
- Autoharp
- Other simple instruments

Materials and Equipment for the Woodworking Center

Tools for woodworking should be authentic, sturdy, in good condition and used with care. Tools must NOT be toy-type.

- Workbench
- Wood (soft non-splintering in various shapes and sizes, mill ends, doweling)
- Wheels (1" thickness; 3", 4" or 5" diameter)
- Aprons
- Paint
  - water base
  - latex
  - house paint
- Sandpaper (various coarseness)
- Level
- Storage space for wood and tools
- Tools
  - hammer
  - saws (12" and 14")
  - screwdriver
  - vises
  - brace and bit
  - clamps
  - miter box
  - plane
  - nails (variety)
  - Brushes (for paint)
- Pegboard for hanging tools
- Measuring tools
- Tree stumps (nail pounding) about 8" high

Materials and Equipment for the Manipulative Math and Perception Center

In the math center children learn about quantity, sets, one to one correspondence, measurement, classification, seriation, balance, and spacial relationships. As in all centers children learn through concrete, hands on experience. A variety of open ended activities allow children to work at their own level.

- Puzzles
- Pan of water - cup, pint, quart, 1/2 & 1 gallon measures
- Small parquetry with cards
- Colored inch cubes with cards
- Games
  - dominoes-numerals
  - playing cards
- Flannel boards
  - felt cutouts (community and family, domestic and wild animals, transportation,
- Calculator
- Cuisinaire rods
- Balance scale
- Chart stand and chart table
- Geoboards and colored rubber bands
- Variety of materials to count and classify
- Dishpan of rice or sand, measuring cups, spoons

- Peg boards and pegs Dice
- Attribute blocks
- Pattern learning forms (set of 8 metal cutouts)
- Design cubes
- Number sorter (color-keyed wooden pegs sequence of groups from 1-5)
- Nesting boxes
- Jumbo demonstration counting frame
- Magnetic basis form board (11 forms, numerals and letters,geometrics)
- Peg number (10" high rubber numbers (from 0-9)
- Paper money
- Sequence counter
- Balance scale
- Unifix cubes
- Pattern blocks
- Adding machine
- Calculator
- Measuring devices of all kinds - rulers, yardstick, tape measure, number lines

Materials and Equipment for the Dramatic Play Center

Provision should be made for dramatic play areas which may be changed at various times during the year, such as playhouse, supermarket, spaceship, doctor's or dentist's office, post office, farm, ranch or bank.

The following basic materials are suggested for the dramatic play area. Other materials and props will be added as needed for special areas of interest. You may wish to develop prop boxes which contain needed props to go along with a theme.

Stove
Sink
Refrigerator
Iron
Ironing board
Pots and pans
Beds
Doll carriage
Telephones
High chair
Puppets
Steering wheels
Cupboard
Dishes and cutlery
Broom and dustpan
Old appliances with cords cut off
Plastic foods and empty food Sinkcontainers
Chest of drawers
Rocking chair
Cameras
Blocks and shelves
Dolls (baby boy and girl, ethnic)
Clock
Mirror (full length)
Clothes
  doll clothes, dress up clothes (mens, womens), hats, purses
briefcases, lunch boxes
Table and chairs

Materials and Equipment for Gross Motor Activities Center

Many opportunities should be provided for children to find new ways to use their bodies through the use of climbing equipment to aid muscular development and provide coordination. Indoor and outdoor equipment should be safe and sturdy. Materials may be used individually or several can combine as an obstacle course activity.

Jungle gym
Balance beams and boards
Old tires
Snow play (sleds, skates, plastic toboggan)
Tunnel (sewer pipes of various sizes)
Wooden saw horses
Logs
Water table
Auto steering wheel
Bean bags
Rocking boat
Assorted ropes
Walking board
Rubber balls
Leg bells for ankles
Roller skates
Cleated boards
Climbing ladder
Horizontal bars
Mats
Sand box
Sand box accessories (pails, spoons, sifter set, shovels, sand cans, molds)
Wheeled toys (scooters, wagons, wheelbarrow tricycles, buses)
Lincoln logs (large)
Climbers
Tinker toys (giant)
Hoops
Child size hurdles
Child size basketball hoops
Rubber raft
Tepee
Dome tent
Saddle

Materials and Equipment for the Audiovisual Center

The equipment suggested below provides opportunity for various activities that enlarge the child's experience in all areas of the curriculum.

- Record players and records
- VCR
- Tape recorder or cassettes and tapes
- Filmstrip projector and filmstrips
- Overhead projector
  - transparent acetate
  - marker
- View Master
- Television
- Earphones/listening center
- Slide projector and slides
- Screen
- Posters and picture file
- Single loop film projectors, single loop film
- Cameras and film

Materials and Equipment for the Blocks and Construction Center

"Almost all aspects of a child's development can be enhanced through the use of blocks. Because blocks are designed in mathematical units, children playing with them develop a concrete understanding of concepts essential to logical thinking. They learn about sizes, numbers, order, area, length and weight. Physical development of both large and small muscles is enhanced. Language, aesthestic, and social development take place in the block corner. Children learn to solve problems and cooperate as they work on joint projects." (Dodge, 1989)

- Hollow blocks
  - wood
  - heavy duty corrugated
  - Unit blocks (an essential item)
- Transportation Vehicles
  - (wooden, assorted sizes)
  - boats
  - wagons
  - bus
  - traffic signs
  - trains
  - cars
  - trucks
  - airplanes
- Animals
  - farm and wild animals
- Large floor blocks
- Table blocks
- Boards
- Shelving for block storage
- Play people
  - the family
  - community workers (stereotype free)
- Community buildings
  - farm buildings
  - garage and gas pump
  - fire house
  - houses
  - stores
  - post office

Materials and Equipment for the Cognitive Manipulative Center

Materials in this area assist children in improving fine motor control, improving eye-hand coordination, teaching concepts, and solving problems.

Materials should be placed on low open shelves, ideally in see through containers.

Materials need to be displayed well and rotated frequently.

Classification games and materials
Seriation games and materials
Objects to compare
Form boards
Puzzles (variety of number of pieces)
Matching games
Pattern cards and blocks
Beads to string and pattern
Construction sets (legos)
Nuts and bolts
Peg boards
Attribute blocks

DAILY SCHEDULES

Schedules allow everyone to know what occurs next. They should be posted in your room and can even be in picture form for children who are unable to read. Routines need to be established to give children a sense of security, yet they need to be flexible enough to allow for unexpected learning experiences.

Following are some examples of schedules. There is no specific schedule which will meet the needs of all situations. Schedules should be adjusted to the particular needs of different situations. Schedules should be adjusted to the particular needs of the group, keeping in mind the following points:

a) There should be a balance of teacher directed and child initiated activities.
b) There should be a balance of large group, small group and individual activities.
c) There should be a balance of quiet and active times.
d) Large group activities should be short in duration to accommodateattention spans. (Some children might not be developmentally ready to participate.)
e) Children should be warned that clean up will be in x minutes.
f) Transition times should be planned with enough time allowed so that the children don't feel rushed.
g) The schedule should provide time for:
    - Opening circle
    - Self-Selection
    - Group activities
    - Clean up
    - Snack
    - Outdoor activities
    - Closing circle

SAMPLE SCHEDULES

2 1/2 hour session

9:00 - 9:15	Opening circle--Discuss new centers, activities planned for the day, children share information with the group
9:15 -10:15	Self-selection--Children use learning centers, teacher may work with individual children and small groups
10:15-10:30	Clean up--Children begin an activity as soon as they have completed their part of cleaning
10:30-10:45	Snack--conversation encouraged
10:45-11:10	Physical skills--large motor activities outdoors or indoors in bad weather
11:10-11:30	Circle time--concepts, music, stories, summarize and evaluate day

All day session - a variance is required from the Office of Public Instruction for districts that operate an all-day session

8:45 - 9:05	Opening circle--Discuss new centers, activities planned for the day, children share information with the group
9:05 - 10:15	Self selection--Children use learning centers, teacher may work with individual children and small groups
10:15-10:30	Clean up
10:30-10:45	Snack--Children and teacher eat in small groups, informal conversation is encouraged
10:45-11:10	Physical skills--Large motor and movement activities outdoors or indoors in bad weather
11:10-11:30	Circle time-Discuss concepts related to theme, music, stories
11:30-12:00	Table time activities--children choose from a variety of cognitive, fine motor and language activities
12:00-1:00	Lunch and outdoor time
1:00 - 1:30	Quiet time--rest, read stories, write, draw
1:30 - 2:30	Self selection
2:30 - 2:45	Clean up
2:45 - 3:00	Closing circle--summarize and evaluate day

UNIT

THEMES

Many teachers organize their day using a theme approach. The theme is integrated throughout the day. For example, if the theme is zoo animals you might: change your dramatic play area into a zoo, have a selection of books about zoo animals in your reading area, have a partial list of zoo animal on chart paper that children could add to, have children discuss interesting zoo animals while you record them on an experience chart etc. Often 3-5 activities each day will relate to the theme. A theme may last 1 week to a month depending upon the concepts to be learned and the interest of the children.

Following is a plan for one day of a larger unit using the theme "The Gingerbread Boy".

Objectives:

The child will measure using solid and liquid measures.

The child will be able to follow the written and picture directions to produce his own gingerbread boy or girl cookie.

The child will be able to describe feelings of each of the characters.

The child will be able to sequence the characters in the story.

The child will be able to re-create the story.

The child will be able to compare different versions of the same story.

The child will be able to name and describe different spices.

The child will be able to classify animals as domestic and wild, people as urban and rural.

This is day three of a one week unit. On the first two days children listened to the story of "The Gingerbread Boy", retold the story on the flannel board, made a chart of the sequence of the story, dictated their own versions of the story, etc. On the third day the children will do the following:

9:00-9:15	Opening circle--Show the children the new cooking center in the room. Discuss cookie cutters, gingerbread, shapes etc.
9:15-10:15	Self-selection--Choice of the following (Activities listed are those added to centers for this unit. In addition, centers contain basic materials that are always present.)
	Reading--Different versions of "The Gingerbread Boy" and the same theme from different cultures (for examples the pancake man from Norway). Story strips to sequence
	Listening--teacher made tapes available for children to read along with "The Gingerbread Boy"
	Writing--Gingerbread shaped class book for children to write in
	Block--Animals representing the characters in the gingerbread boy are available
	Art--paper for children to draw and cut out their own gingerbread boys and girls, different items for children to decorate them with
	Dramatic Play--puppets of different animals available
	Music--no special materials added
	Cognitive-manipulative--Sequencing pictures of the story
	Math and perception--measuring cups and spoons, tubs of sand, task cards with how many tablespoons equals one cup, how many cups equals one quart etc.
	Science--Smell jars of different spices, examine spices under the magnifying glasses (basic equipment always available in the science center), taste spices, describe what they see
	Cooking--(New center added today) Large chart with individual portions of the gingerbread boy recipe, measuring utensils, toaster oven, bowls, spoons etc.
10:15-10:30	Clean up-when children have finished their own clean-up they can choose a book to look at while waiting for all children to finish cleaning up
10:30-10:45	Snack--Eat gingerbread-discuss taste, texture, smell, what if we added other ingredients
10:45-11:10	Gross Motor--Teacher tells the story as each child acts it out
	Self selection of playground equipment
11:00-11:30	Closing Circle--read a new version of the gingerbread boy and compare with the story read the day before

Other activities that children can do relating to this theme are:

Make their own books

Make playdough objects using cookie cutters

Make clay objects

Make puppets and have a puppet show

Tell the story into the tape recorder

Make a video of the story

Invite parents to come to school for gingerbread and tea

Copy the refrain (I am the little gingerbread boy, I am, I am etc.)

"Read" the story to each other

Brainstorm all the uses for gingerbread

Discuss feelings of the gingerbread boy, little old man, little old woman.

Develop music to go with the refrain

Brainstorm all the items in the room that begin with the same sound as boy or gingerbread

Tell the story substituting wild animals and wild animal sounds

Pretend the gingerbread boy is in the country, whom might he encounter. If he was in the city whom might he encounter.

Order the animals in the story by size.

Make a graph of children's favorite versions of the story.

Discuss the dangers for the gingerbread boy.

Discuss the nutrition of gingerbread.

Depending on the version you use there are many other activities that could be planned. In addition, you will do many activities during the week that do not necessarily relate to this theme.

INSURING LEARNING SUCCESS

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INSURING LEARNING SUCCESS

INTRODUCTION

In the kindergarten curriculum the emphasis is on communication, thinking and how to learn, problem solving, creativity, originality, and developing scientific objectivity, physical and social skills. These are taught through hands-on activities based on experiences the child has already participated in and new experiences provided through the classroom. These experiences are further designed to help the child's socialization. Children are taught as much as they are ready to learn. Kindergarten is a total experience. This total experience can most successfully be accomplished by working with themes that are of common interest among children of kindergarten age.

When planning curriculum (and themes) it is important to examine the children's needs. Each child is different developmentally, in background experience, language facility, strengths, weaknesses, learning styles, physically and, in actuality, in all areas. These differences must be considered when planning curriculum.

Reading, writing and arithmetic are a part of the kindergarten curriculum. They are taught in an informal manner which meets the needs of the young child. Experiences are discussed and shared. A well-developed literacy environment surrounds the children.

Curriculum planning must take into consideration how children learn. This means the activities must be age and developmentally appropriate, concrete, hands-on and evolving from their experience. (Reading very simple books is not age appropriate, teaching phonics skills in isolation and using flashcards are not hands-on.)

Kindergarten children learn through informal means or indirectly. The role of the adult is to set up an environment for exploring and an avoidance of much direct and rote teaching. It is easiest to fulfill the different needs that children have by allowing choice, using centers, and flexible and heterogeneous grouping.

To re-cap, children are different in:

-learning styles
-developmental stage
-age
-interests
-language differences
-background
-etc.

The environment for indirect, informal and developmental learning includes:

-choice or self-selection
-manipulatives and hands-on activities
-learning through play
-exploring
-discovering
-centers
-flexible grouping
-heterogeneous grouping

TOTAL EXPERIENCE

This path to teaching is most easily implemented through the theme approach. Themes are selected because of their age appropriateness. Through themes that derive from the children's developmental stage the children will gain the knowledge and skills necessary to be successful in school during later years. With the theme in mind the teacher can establish centers (see section on environment) that revolve around the topic. The centers might include, at various times, writing, reading, listening, mathematics, construction, block, socio-dramatic play, story re-telling, art and music. In the centers the children can engage in developmentally appropriate activities of their choice, thus ensuring continuous growth by all children. The cognitively delayed child will select those activities at which she can be successful, as can each child along the continuum of facility in learning. In other words, the child who learns to read with difficulty can have success as well as the child who is already reading.

CHILD'S STRENGTHS

Children are successful in school when we provide experiences they can accomplish. When designing activities that will result in growth and positive attitudes towards learning we take into consideration the child's interests, abilities, background experience and socialization capabilities.

NEEDS

During the kindergarten year the teacher will want to:

-help meet the child's growing social awareness
-provide opportunities to discover information about the world
-learn about self
-help each child find a place in society

NECESSARY SKILLS TO FUNCTION IN OUR SOCIETY

All children need certain skills in order to function in our complex society. These skills are: communications, information gathering, problem solving, ability to adjust to change and critical thinking. Each of these skills, elaborated upon below are enhanced by multi-grade organization.

1. Communications skills develop by emergent readers reading to and with those who already can read. Sharing ideas across developmental stages through speaking, listening and writing helps intellectual development. Interpersonal communications about feelings and resolving problems helps the older children internalize their skills while practicing them and the younger children having the concepts of expression and conflict resolution modeled for them.

2. Information gathering is a skill that the younger students acquire by observing the older children look for information in dictionaries, encyclopedias and other sources. As the younger students acquire these research skills through observation the older students are internalizing the skills by demonstrating and explaining the process. Enjoyment of information gathering is enhanced for both groups through these interchanges. The younger children have the opportunity to seek help from their peers and learn that peers are a useful resource.

3. Problem solving skills implies using available people as resources, applying previous knowledge and feeling competent as a learner. When children of different ages work together they accomplish these goals automatically and more readily than if the children are more similar in age. It also enhances the self-concept of the learning disabled child who is able to help a child of a younger age.

4. Change--in our society we move, change parents and siblings, change schools, eat many varieties of foods, adjust to changing TV programs. Children need to learn how to adjust to these frequent changes. As they become adults they have more control over the changes but change continues, for example people are likely to have as many as five different careers in a lifetime. It is easier for some children to adjust to change than others, while some have to be nurtured through the process.

5. Critical thinking skills--Using Bloom's Taxonomy this means application, analysis, synthesis and evaluation. It means recognizing bias in books, on TV, in all areas of media. Critical thinking means predicting and hypothesizing, not over-generalizing, gaining an understanding of cause and effect, as well as logical organization and seeing relationships. Children need to be guided into these and other critical thinking skills.

FORMAL CURRICULUM

The subject areas of communications arts, social studies, music, art, physical education, and science do not need to be presented formally but all should be kept in mind when planning. The theme approach integrates various components of the subject areas. With the Gingerbread Boy unit (see section where this unit is developed) you would be emphasizing social studies through the various people the Gingerbread Boy meets; science through baking Gingerbread people, math through measurement of ingredients, and the cognitive skill of sequencing. A different theme might integrate physical education, music and social studies. When implementing a Kindergarten curriculum that is created for all children and is developmentally appropriate for all it is essential to use a great deal of caution with pre-packaged materials such as workbooks and dittos. These will only 'fit' a small portion of the students and create Problems for the vast majority. Therefore, it is advisable to approach kindergarten learning and especially the reading and language arts components through a more holistic approach. (For further information regarding developmentally appropriate practices see Bredekamp,l989)

MULTI-GRADE

Multi-grade means teaching more than one grade in a classroom. Most rural schools are designed this way. Many other schools are choosing to organize their schools in a multi-grade model. This design often meets the developmental needs of children more adequately. There are a number of advantages to multi-grade classrooms. (Katz, 1990)

Advantages:

1. Children can work at a developmentally appropriate level, for example, you may have a kindergarten student who is reading at a second grade level and this child could work with older readers in second grade.

2. Students have more choice of activities and reading materials.

3. Children have slightly older peers to use as models, for example, a kindergartner may learn to write her own stories because a first grade friend is doing it.

4. Flexibility is more accessible especially for a child who may have low skills in one area but high in another. Children grow at different rates -- they also learn at different rates. They have different interests and different learning styles. When we organize our schools in a multi-grade fashion it is easier to take advantage of the children's differences. A variety of performance criteria are valued and accepted as legitimate.

5. Wider range of behavior is acceptable because of the different ages. For example, a 7 year old child with immature social behavior would not be as likely to be noticed or alienated by the group since there are also 5 year old children in the room with similar behaviors.

6. Classroom management is in place at the beginning of the school year with the students that you had previously, so the rules are not new to all the children at once. The newer pupils learn the rules from their peers.

7. The learning situation is structured in such a way that cooperative learning is an integral part of the environment.

Organizing for Multi-Grade

How to organize for multi-grade or for the wide differences within a grade is a concern of teachers. Knowledge is so great and increasing continuously more rapidly so that it is now impossible to "cover" a subject. Therefore, we can explore the topics that focus on the interests of the children, but always with the concept in mind that the teacher is responsible to expand the horizons of interest within the guidelines of the curriculum.

The following are some suggestions for managing the learning experiences.

1. Use the theme or unit approach.

   The advantage is that the knowledge base of all is increased because:

   - all can listen to guest speakers, watch videos, listen to stories, read aloud, etc.

   - group discussions among all the children can take place

   - all can participate in preparing and viewing class displays, bulletin board projects in the arts are expanded as the creativity of the more mature children filters to all

   For example, if you were doing a unit on whales you could meet different needs of the different grades

   for measurement:

   - kindergartners could focus on ordering the whales from small to large
   - first graders could draw (or use corn starch) to show the largest and the smallest whales on the playground
   - second graders could measure the whales on the playground using both the American Standard and metric systems

   for classifying:

   - kindergarten - identify which sea animals fall into the categories of whales and fish
   - first graders - identify which whales have baleen and which have teeth
   - second grade - identify migration patterns

   for language:

   - kindergarten - dictate experience charts
   - first grade - read easy to read books about whales write their own poem
   - second grade - look up information in factual books and write a simple report. Write individual poems and organize the editing and publishing of everyone's poem in a book for the class library.

2. Provide many activities using task cards ranging from very simple to complex so that children of several age and developmental levels can be involved.

   - using a balance scale
   - geoboard
   - different levels of mapping skills
   - simple cooking activities to several step cooking

3. Take advantage of peer interactions and tutoring

4. Generally work with individual or small groups

5. Use centers or learning stations -- small groups of children will be working at stations while the teacher works with individual children. The learning stations will have opportunities for children to find more than one way of resolving a task.

6. Create open ended learning activities, where several solutions to the same problem are accepted and rewarded. In the field of Language Arts the Whole Language Approach accomplishes this.

7. Limit the number of work sheets that narrowly focuses on skills.

8. You will want to assess for grade appropriate levels, keeping the scope and sequence in mind for each grade.

Some strategies for record keeping are:

-self checklist

-peer check-off

-teacher check-off

-examine the final product - in the case of cooking, "Can you eat it?"

-work sheet - for example, in sink and float,

kindergarten - draw pictures of items that sink or float
first grade - write the names of objects that sink-float or sometimes sink and sometimes float (sponge)
second grade - take an object that sank and figure out a way to make it float. Describe orally or in writing how you did it.

-using the portfolio approach is very helpful. (See section on Evaluation and Assessment.)

ENGLISH AS A SECOND LANGUAGE (ESL)

Philosophy of Second Language Acquisition

In our pluralistic society we have many children who start school monolingual in a language other than English. In Montana this will include German for Hutterite children, many different Asian languages, Native American languages for the children from one of the seven reservations in Montana, and Spanish in both rural and urban schools.

We as teachers will want to create a climate of acceptance of children's home language. They have developed many concepts, besides the use of language to express needs, wants, feelings and ideas. They have developed a positive self-concept from the warmth of their own hearth. Children have further developed the idea of themselves as learners and problem solvers. We want to make sure that the schools encourage the continuation of these important characteristics as each and every one is essential for successful learning in the school setting.

The advantages of being bilingual are numerous. People who are bilingual are usually more flexible thinkers. Bilingualism provides insight into two cultures, which is important in a world where communications are so swift. Bilingualism helps build awareness about language, its potential for variation and the rich possibilities of language. If I can say 'dog', 'chien' and 'perro' I have enlarged the schema for this particular concept by having learned different ways of expressing the same idea. If I understand the concept of 'family' and the different implications that word has in different cultures I am gaining flexibility. (Family has a different meaning for Native Americans, which is different from the Hispanic-American child's concept of family, which is again different from the Anglo-American child's idea of family.)

It is important to create a naturalistic setting for learning English as a second language. Formal direct approaches are not as effective. A naturalistic environment implies using context in situations with which the child is familiar, using objects and in play situations with other children. Language is best learned from a need to communicate with adults and with peers. Games, sharing, eating, play, interactions, songs and fingerplays are all excellent vehicles for language acquisition. Kindergarten children are still in the critical stage for language learning. When we set up the environment for interaction and are accepting of the child's different language the kindergarten age child will learn English relatively easily.

Naturalistic Environment

When using Language Experience you can include games, food, activities and songs. For example, each of the children has planted a bean. The monolingual child of a different language can participate by imitation. He will see the other children planting the bean and drawing a picture. He will imitate. As they are dictating he may be able to tell you about his picture in his native language. You would want to encourage this. Then point to the seed and label it orally for him or write any English labels he may know. Use seed in a sentence for him and, if you can, pantomime what the child did, or what the seed will do, telling him in simple sentences what the actions mean. In other words, you are mediating what he did and what you are doing when you use language to describe the actions of either one of you. You will want to do a lot of mediating for both English and monolingual speaking children. Mediation is a wise practice for all children to increase their vocabulary, their concepts and the richness of sentence structures. When you are conversing with non-English monolingual children speak in relatively simple sentences and show them what to do.

During this critical stage of language learning picking up a second language is easy if the climate is safe and if the teacher provides a risk-free learning environment. If we as adults show exasperation or irritation at the child's inability to communicate he is probably feeling similar exasperation. When we are accepting, then he can flow into the use of English. One way of creating a safe environment is to encourage language learning as a reciprocal venture between the English speaking children and those who speak a different language.

In the unit about the Gingerbread Boy the child learning English as a second language will pick up the refrain in the Gingerbread Boy quickly; "I can run from you I can, I can. I ran from the little old woman, the little old man" etc., thus developing English syntax in a natural way.

ANTI-BIAS EDUCATION

This is a multi-faceted approach to universal acceptance of all people; accepting those who have certain talents and interests, those who come from differing racial and ethnic backgrounds, those who are healthy and those who have disabling conditions. It also includes acceptance of the competence of both genders as well as age differences. This acceptance needs to permeate the curriculum in the activities, materials, units or themes, guest speakers and attitudes. Rather than having a separate unit on grandparents we would integrate this concept in more naturalistic ways. When learning about the Gingerbread Boy we could look at the different organizational patterns of families in our own homes and our communities. Then the different role of grandparents would be obvious and the differences and similarities would be internalized by the children.

Multi-Cultural Education

Multi-cultural education is a specific focus in the anti-bias approach allowing children to build an awareness and appreciation of cultural diversity in our pluralistic society. It is important to focus on appreciation of similarities while at the same time exposing children to diversity in a natural way through our choice of materials, the variety of activities presented, and the teacher's attitude. Example: The kindergarten environment would have baby dolls of different racial backgrounds, and the reading area would have books representing many cultures, both in the factual as well as fictional genres. Similarities and variations would permeate the curriculum in developmentally and culturally appropriate ways. In the music center there would be tapes of folk songs from different cultures, classical music as well as common English songs. In the art center there would be materials that might be used in Native American cultures, but they would not be isolated to an 'Indian' unit.

If the teacher wants to have a unit on how Native Americans lived a hundred years ago then it would be a historical unit and we would want to include how the pioneers lived at the same time. The unit would focus on family, foods, how children were educated, arts, music and artifacts of both pioneer and Native American culture. We might want to focus on the interactions between the two cultures--how both sides had fears--the Native Americans feared encroachment and a change in their life style, and pioneers feared disease, hunger and attack. Or we might want to focus on the underlying way of eking out a living. We could include the arts of both cultures. When we have an Indian unit in isolation children often come away with the idea that this is how Native Americans are still living today.

The major focus should be on the predominant culture of the classroom and then should be expanded to other cultures. This will give each of the children a sense of belonging and identity.

It is vital to remember that all children have a culture. This can be brought out for kindergartners by sharing the variety of ways their families celebrate different common holidays such as birthdays, Thanksgiving and Halloween as well as those holidays that are specific to different cultures. Probably no two families celebrate these days in the same fashion, so when children are exposed to diversity in such a familiar context they gain insight into acceptance of differences.

EARLY IDENTIFICATION OF SPECIAL NEEDS

Currently there are two general approaches to kindergarten. One is academic; the other is developmental. Teachers will want to work towards a developmental kindergarten which makes provisions for each child's stage of development and allows each student to progress at a rate that is appropriate for each. For example, if a child does not have the readiness skills when she arrives at school (as described on pages 6 and 7) then the teacher will need to provide learning experiences for the child to develop those abilities. The child can not be successful when asked to do tasks for which she is not ready.

A word of caution regarding the child who is not learning as rapidly as we would like:

The teacher needs to look at a child and be aware that each child:

-has the ability to learn

-grows at a different rate

-has preferred learning styles which the teacher must consider (see section on learning styles)

The role of the teacher is to:

-provide an enriched literacy environment

-recognize differences in learning style

-establish a risk free environment

-be a resource for the children

-be an enhancer of positive self-concept

-provide for the different interests and backgrounds of the children

Materials and techniques usually used within the classroom may not be effective or appropriate for a particular child. Instructional alternatives must be provided which are supportive to the child as a worthy human being.

If the teacher has a child who is having extreme problems in any area, the teacher can seek special help from the district or obtain information from other sources such as: other teachers, the county superintendent, the area Education Co-op, Office of Public Instruction, colleges or universities, Big Sky Telegraph, Eastern Montana College children's handicapped center, etc.

BUILDING AN INFORMATION BASE

Screening: Screening should assess vision, hearing, speech, language and conceptual development, as well as motor development. Any pre-school screening information available should be given to the kindergarten teacher. The information should be kept in the child's permanent file for at least one year.

Observations: By observing what children say and do and how they look and respond, a teacher can gain insight into their physical condition and development, their feelings about themselves and others, their social adjustment, and their intellectual progress. Recording of objective observations over a period of time, using anecdotal commentaries or a checklist of expected performance items from this handbook or other sources is needed to develop a total picture of individual children. The use of these techniques makes possible the systematic recording of children's behavior needed for planning an individualized instruction program.

Conferences: Conferences between teachers and children, between staff members and parents, and between teachers and other staff members enable the teacher to gain insight into children's characteristics, progress and needs.

Records: Health records need to be kept. Cumulative records of personal and health data, test results, and notations from observations are needed for long-range planning.

Portfolios: Portfolios containing samples of children's work are useful evaluation references. They can show the child's progress in drawings and writings. They can include samples of language used by the child, audio and video tapes are helpful anecdotal records.

Tests: At times, informal or formal tests can be used in conjunction with other evaluation techniques for assessing children's growth and for identifying their needs. Since many types of tests are not appropriate for young children, they must be carefully constructed or selected so that they will measure children's progress toward pre-established goals. When using the tests with individual children, it is important to interpret the results in the context of other evidence derived from observation, conferences and records. It cannot be stressed too much that informal teacher-made tests are often useful. However, at times standardized tests are needed. These have been given to various groups of students under standardized conditions, and norms have been established which are used in assessing student performance.

ASSESSMENT AND EVALUATION

DEVELOPMENTAL AND DIAGNOSTIC

The purpose of evaluation and assessment is to determine whether growth is occurring. Like a map, evaluation can point out the present location of the learner, while keeping the destination in sight. Through evaluation and assessment the teacher discovers the needs of each child and plans her learning experiences accordingly. The purpose is to aid, not label, the child.

The teacher is a constant observer. She looks for growth, change, progress, strengths, weaknesses, interests and physical signs of stress (squinting, tilting of head to hear better, etc.). She notes successful experiences and those that are unsuccessful, social interactions and physical capabilities.

Assessment is an on-going process. Teachers need to think of themselves as diagnosticians for each child. For children in kindergarten (as in the primary grades) it is appropriate to see what skills a child has acquired in order to be able to plan the kinds of activities the child needs for his/her next lessons. The development and background of each child needs to be taken into account when planning the activities. There is no need for retention when a school uses a developmental approach to learning.

Using a portfolio approach to assessment is helpful as it can be designed in ways that fit the developmental needs of each child and each school.

Grading

Grading is not appropriate at this age whereas assessment is. Evaluation is based on what a child 'should' do; assessment is an examination of what the child 'can' do. (Bredekamp, 1989)

The purpose of an assessment is:

A. to share information with: parents, administrators, children, specialists, the next teacher

B. to plan: appropriate activities for the whole class, each individual child according to his/her needs

Data Collection

The collection of data for assessment can be either through observation, interaction, or analysis (Goodman, 1989).

The gathering of information is most useful when it takes place in a natural context around activities in which the child is engaged, rather than through formalized situations.

A way of organizing the information gathered for easy assembling and sharing is the portfolio approach.

Portfolios

Some of the sections for your portfolio can be:
INFORMAL INVENTORIES
FORMAL ASSESSMENTS
ANECDOTAL RECORDS
SAMPLES OF CHILDREN'S WORK

This is not a definitive list of sections your portfolio must contain. They are primarily suggestions of categories to consider. The following pages are a list of possible behaviors under each category especially designed to guide your thinking for parent conferences to show progress or when you have a concern for a child and are considering a referral.

A. Informal Inventories

1. Social-Emotional Skills, Self-Image

-showing affection and regard for others
-able to wait for needs to be met
-willingness to try new experiences
-maintaining an interest in an activity for a reasonable period of time when child chooses or when assigned a task
-initiating own activities
-able to share and take turns
-imitating adult's actions
-using appropriate emotional responses
-accepting love, attention, recognition, and approval from adults and children
-handling change in activities during the day
-playing with other children--plays: parallel, associative, cooperative
-putting toys away
-acceptance of suggestions

2. Motor Skills

Gross Motor assessed by demonstrating:

-running
-jumping with two feet
-hopping on one foot (left/right)
-kicking a ball (left/right)
-catching a large ball
-throwing a large ball (one hand/both at same time)
-catching a small ball (one hand/both at same time)
-throwing a small ball (one hand/both at same time)
-bouncing a ball
-skipping
-jumping rope
-walking backwards
-walking on balance beam
-standing on one foot
-riding a tricycle
-swinging on swing (learning to pump/can pump)
-climbing equipment (describe)
-using other wheeled equipment (Irish mail, skates, scooter)

Fine Motor assessed by demonstrating:
    -controlling cutting with scissors
    -controlling drawing and painting
    -controlling pencil or other implement for shapes, letters and numbers
    -manipulating puzzle pieces when putting them together
    -stacking blocks (indicate how many)
    -fastening clothing (zippers/buttons/clasps/velcro)

3. Language Development (speaking and listening)

-child's home language (dialect English/Standard English/Other)
-expresses needs clearly
-asks questions, seeks answers
-speaks in complete sentences
-mean length of utterance (MLU = the average length of sentences)
-can ask questions in several forms
-uses phrases
-clarity of speech
-uses home speech effectively (this takes into consideration local dialects and languages other than English; emphasis on effectiveness)
-is acquiring Standard English syntax
-can relate experiences to group
-listens to directions
-listens with interest while others talk
-contributions to group discussions are:
-speaks when one-on-one with teacher or other adult
-uses vocabulary appropriate for age (uses labels, descriptors, action)
-takes part in conversations with peers
-reading and writing surveys (see end of section)

4. Experiential Base

-enjoys participating in music activities
-participates in and works freely with art materials
-uses construction materials imaginatively (large blocks, small blocks, carpentry, etc.)
-has interest and curiosity about the world
-chooses to become involved in most activities provided
-asks questions
-open to trying new experiences
-uses available materials constructively

5. Conceptual Base

-notices differences and similarities
-notices shapes in things around her
-can identify animals, birds, foods, vehicles, etc.
-is interested in counting and numerals
-can count to:
-recognizes these numbers:
-can write these numbers
-is interested in words, rhymes and word play
-can recite the following poems, songs, fingerplays:
-recognizes environmental print/symbols (i.e., STOP signs, Golden Arches)
-is aware of time (ex. self-selection time, story time, lunch time)
-is aware of days, months, seasons
-asks questions and is curious

- categorizes
- is aware of positional concepts (over, under, through, on, in)
- is curious and interested in world
- notes disciminating features
- sees relationships
- distinguishes between fantasy and reality
- indicates development from pre-operational to concrete operations

6. Interest Inventories (based on observation). This is part of being curious. If a child knows little about a topic is s/he open to exploring new ideas or does s/he tend to stay with one concept until well satisfied with it?

    - farm machinery
    - vehicles
    - animals
    - books
    - socio-dramatic play
    - construction
    - music
    - art
    - writing
    - talking with adults
    - sand play
    - self-selection
    - etc.

7. Problem Solving and Self-Help

    - puts on outer garments
    - cleans up
    - washes and dries hands
    - when faced with difficulties seeks ways to solve them
    - willingness to take on a complex task
    - relies on adults and other children as resources (but not dependent on)

B. Formal Tests

Current research indicates that formal testing is not appropriate for this age child (Kamii, 1990; Peck 1989). However, if some assessments or inventories or formal tests are indicated due tospecial concerns these would be included in the portfolio. This could include results of physical, pre-entry to kindergarten screenings, learning style inventories, hearing and eye screenings, etc.

C. Anecdotal Records

Anecdotal records are based on observations the teacher has made. These can be notes based on any of the areas of assessment. They might also include observations of children in the socio-dramatic play area, or something that the child said. The focus is on behaviors the child does, they can be in behavioral terms or written more informally. Anecdotal records are especially useful when communicating with parents. These anecdotes need to be dated.

D. Samples of Children's Work

This collection of children's work is especially useful in showing parents a child's progress in any of the areas of assessment. It can include writing samples, audio or video tapes of the child, speech samples, drawings, and little notes recounting an incident such as a thoughtful action on the playground. All work should be dated.

READING IN THE KINDERGARTEN PROGRAM

The Whole Language (Williams, l989) approach to the teaching of emergent reading includes:

Shared Reading
Guided Reading
Literature
Literacy Oriented Activities
Independent Reading
Daily Writing
Language Experience

Shared Reading is reading a predictable book with the children. The teacher encourages the children to participate as they gain familiarity with predictable text. The emphasis is mostly on reading to children. As described in the Gingerbread Boy unit you would provide many variations of the story, read story charts, create children's experience stories etc.

Guided Reading encompasses continued reading of the story with the emphasis on reading it with the children. When some of the children are comfortable with these books they are put in the class library section to be read by the children on their own during independent reading times. Emphasis is on reading with and by children.

Literature implies reading books aloud to the children. This can be short picture books or longer books with chapters. We want to choose challenging books to be read aloud, ones that enhance concepts, vocabulary and familiarize children with interesting language usage.

Literacy Oriented Activities guide the children toward understanding the ways books are designed, the concept of beginning, middle and end, the idea of conflict, character, theme, and what it means to be an author. It can also encompass the retelling of stories by children through flannel boards, sequencing activities, etc. These are the activities that the teacher establishes for both independent work and for group discussion.

Independent Reading is broad ranging. It is reading during Sustained Silent Reading (SSR) when the whole class INCLUDING the teacher reads silently a book of each person's own choice for a specified amount of time. It also means reading time set aside to reinforce what they already know. Children read their own stories in pairs to each other, read stories with which they are familiar, read pictures to each other, choose reading during self-selection time, etc.

Daily Writing can include journal writing (yes, journal writing for kindergartners (Fields l991). This can take place at a writing center during self-selection time or it can be a time set aside for writing in their own words with their own invented spelling (see appendix A). By allowing the children to use invented spelling they have to use everything they are learning through the shared and guided reading; this is one of the most powerful and effective ways to learn phonics. Phonics needs to be taught in the context of the children's own vocabulary and own way of speaking and writing.

Language Experience is the incorporation of the child's oral language into his own writing. These 'stories' often focus around the theme you are emphasizing at the time. The children create their own books which can be placed in the class library for all to read, to be shared as a group or in pairs, and read individually during SSR. They start by drawing a picture and initially dictate a sentence or two about their picture. Gradually they begin to label or write their own sentences.

Assessment of Reading Readiness

Readiness to read is based on certain pre-conditions within the child. These conditions are: the perception of the self as a learner, a solid language base (this language can be any language), a background of experiences to bring to the written word, a conceptual base, and an ability to problem solve, especially in self-help situations.

> Since reading success correlates most highly with verbal behavior, it is recommended that teachers place their greatest emphasis on types of oral language lessons that will develop and extend concepts in children when they enter school. The development of concepts in young children is heavily dependent on opportunities for direct interaction with the environment. (Zintz, 1989)

The emergent reader gradually develops from non-reading to beginning reading. The following checklist may be used to assist the teacher or parents in judging a child's readiness for reading.

1. Language facility (oral and listening)
    - -expresses self effectively
    - -uses a wide vocabulary
    - -uses labels for objects (rather than 'this' or 'thing')
    - -follows simple directions
    - -recalls a simple sequence of events

2. Familiarity with story
    - -makes up stories about pictures
    - -retells stories
    - -predicts outcomes of stories
    - -recites poems, rhymes and sings songs
    - -can follow a story line when being told a story or being read to
    - -can asks questions about the stories
    - -recalls a simple sequence of events
    - -can interpret pictures

3. Experiential background
    - -describes family activities (as teachers we need to be careful how we interpret these)
    - -is curious
    - -can talk about places in the community
    - -is observant
    - -recognizes environmental words (signs such as STOP, name of favorite cereal)
    - -can make-believe

4. Interest in books
    - -enjoys looking at books
    - -enjoys being read to
    - -curious about words and letters
    - -knows conventions for handling books
    - -distinguishes top from bottom
    - -follows left-to-right on page when retelling a story
    - -wants to learn to read

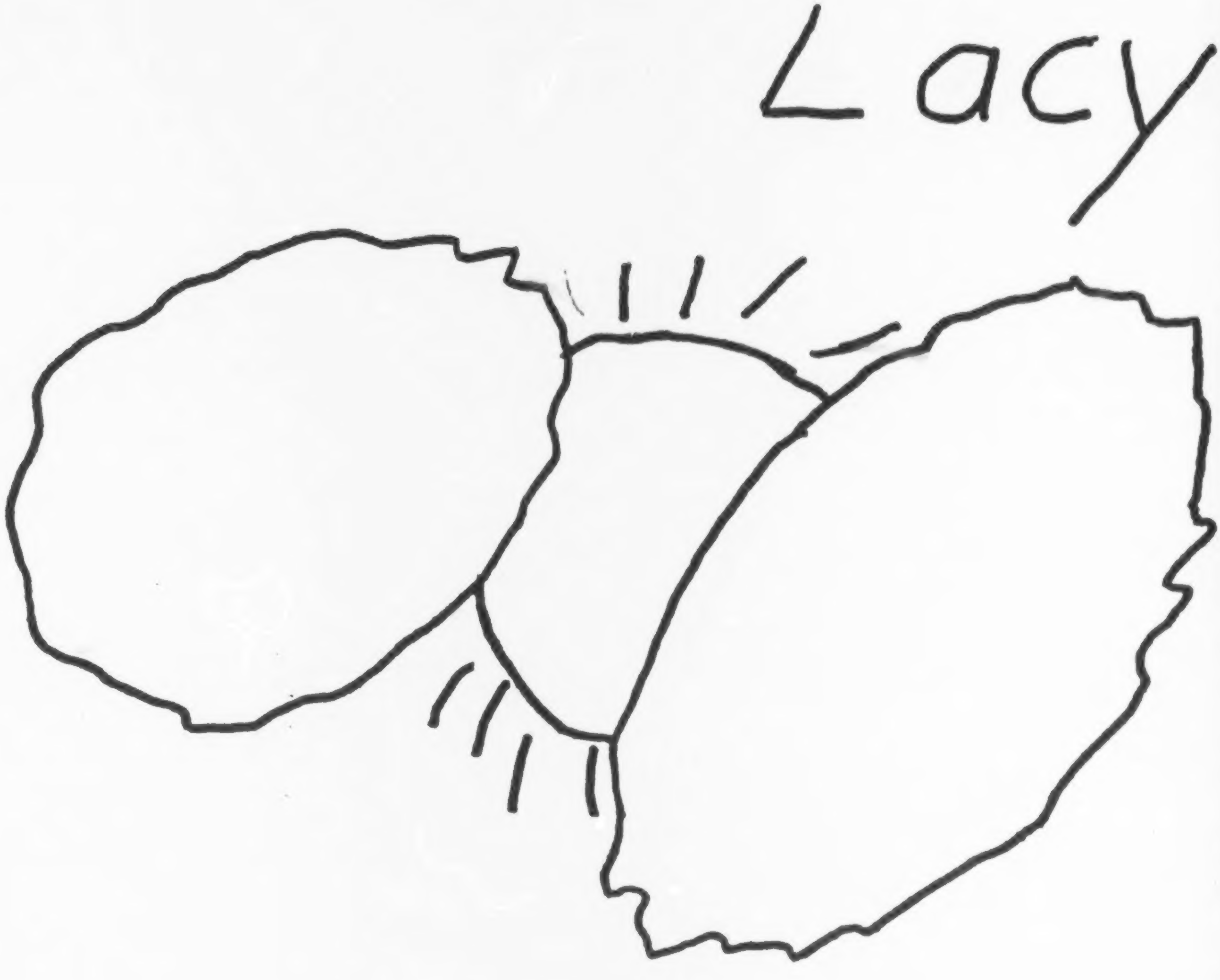
5. Auditory discrimination
    - understands meanings in tone of voice
    - hears differences in words and sounds
    - discerns rhyming from non-rhyming words
    - repeats sound at beginnings and endings of words

6. Visual discrimination
    - can sort by discriminating features (this leaf has serrated edges, this one is smooth; this sock has two stripes, this one has one)
    - can describe the differences in similar objects with words
    - matches objects by shape, color, texture, smell
    - matches identical letters
    - matches identical objects and words
    - reads own name

7. Perceptual-motor skills
    - knows spatial concepts: over, under, through, around
    - can handle pencils, markers, scissors
    - can build with blocks
    - gains realization that letters must be in a specific orientation

8. Attending
    - can focus on a task for a 'reasonable' length of time
    - can follow directions of two or more sequences
    - enjoys looking at a picture book for five minutes

GUIDANCE



GUIDANCE

In A Very Practical Guide to Discipline With Young Children, Grace Mitchell states that guidance is "the slow, bit by bit, time consuming task of helping children see the sense in acting a certain way." This definition suggests that the purpose of guidance is to help children develop self discipline. Although there are many techniques that will make children conform to our expectations, many of these do not promote self discipline. In this chapter we have included techniques that are considered positive guidance techniques. The techniques are chosen because they encourage self discipline and promote self worth and dignity. Children with a healthy self-esteem are more likely to be enthusiastic learners, able to assume responsibilities, able to accept themselves and others and are more likely able to avoid problems such as drug and alcohol abuse.

INDIRECT GUIDANCE

The first step in dealing with discipline problems is to try to prevent the problem from occurring. These techniques are often called indirect or preventative discipline or guidance. Following are some preventative guidance techniques:

Adult Modeling

Children learn as much from what we do as from what we say. If the teacher is using a loud voice to tell the children to quiet down, her words are saying to be quiet but her actions are telling the children that to be loud is appropriate.

Room Arrangement

Our room arrangement tells children what we expect. For example, if the materials on our shelves are neat, in good condition, and there is a label on the shelves where each item goes we are giving children the message that there is a place for each thing and that possessions are to be taken care of. If, however, we have items thrown in boxes or piled haphazardly on shelves and toys and books are damaged we are giving children the message that it is alright to treat the materials any way you wish.

Some of the other specific guidance problems that relate to the environment are:

Running--This may be caused by large open areas or circular traffic paths. Rearrange your room into clear learning centers keeping in mind the traffic patterns.

Materials being removed from the area--This may be caused by unclear divisions between areas. For example, when the block area is open, roads made of blocks may extend around the room. Make clearly defined boundaries using low shelves.

Fighting over materials--This may be caused by a lack of materials. Make sure you have a sufficient number of materials so each child has several choices.

Children wandering--This may be caused by too many choices or by a lack of interesting things to do or too infrequent changing of centers. For a child who has difficulty making choices you may want to assist him in selecting by offering him a choice of areas and then giving him a choice of activities within the area.

Children have difficulty staying with an activity--This may be due to an overstimulating room. Make sure your room is divided into clear learning centers by low shelves so that children are working in small groups most of the time and are not as easily distracted by other groups. Simplify your environment by reducing the amount on the walls and reducing the amount of choices in materials.

All the children wanting to use the same area--Children may be bored with the other learning centers. Add new items to the center or maybe completely change the center. For example, dramatic play becomes a travel agency.

SCHEDULING

It is important to have a balance of quiet and active activities; small group, large group and individual activities; as well as teacher directed and child initiated activities. Children need large blocks of time for self-selection to allow children to work at their own pace and to get very involved with a project at more than just a superficial level. Some specific guidance problems related to scheduling:

Children overexcited--This may be due to children either sitting too long or having too many active activities in a row. Your schedule needs to alternate quiet and active activities.

Children non-attentive during group time--This may be due to group time being too long. Children at this age have short attention spans for activities that they have not chosen. You may want to start out with group times for 20 minutes and extend this as the year goes on. Provide opportunities for children with shorter attention spans to participate for one or two large group activities and then move to something else which does not disturb the large group. This is when it is helpful to have an older child or adult volunteer in the classroom.

TRANSITIONS

Between any changes in activities there is a transition. There may be as many as 10 to 12 transitions a day in a kindergarten classroom. These need to be carefully planned to prevent guidance problems and to ensure that this time is well utilized. When planning transitions keep the following points in mind:

Eliminate waiting--Often the children who have conformed to the teacher's expectations are punished by having to wait until all the children are finished. For example, this often occurs after clean up. To prevent this make sure that an activity starts as soon as a couple of children are done cleaning up. You might start an activity record, have children look at books, etc. If a time arises that you must wait use the time wisely. For example, sing songs, play language games, tell a story, do fingerplays, exercise, do creative movement, etc.

Try to avoid moving the children in a large group. For example, you may release children in small groups from the circle to get their coats using the first letters of their last name. When getting ready to go outside, the aide or volunteer may take the first group of children that are ready and you might take the rest when they have put on their coats.

Make moving from place to place a game. For example: Children can walk like a rag doll going to lunch, they can walk like an animal to get their coats.

Give the children a warning that an activity will be changing. For example, "In five minutes it will be time to clean up." Children are more cooperative when they are allowed time for a closure to the activity they have been pursuing.

Give children clear directions of what is expected during the transition time. For example, you might say "As soon as you have picked up the large blocks in the block area you can choose a book to look at."

Allow enough time for transitions. If transitions are well planned they can be learning experiences as important as any other time of the day. When transitions are rushed they not only lose their importance as a learning experience, they also may result in chaos.

DEVELOPMENTALLY APPROPRIATE ACTIVITIES

Children at this age learn through hands-on activities. Through drill children are able to memorize many pieces of information. However, they are not able to understand what this information means. For example, a five-year-old child may be drilled to count by rote to 200. However, she might not be able to count objects or understand that five objects are constant regardless of whether you stack the five objects on top of each other or spread them out. Besides taking time away from learning that is more beneficial to the child, drill may be boring or frustrating to the child who then acts out inappropriately. When children learn to count and say the alphabet through incidental learning it may be developmentally appropriate. Activities also need to be geared to the child's level and interests. Since you will have a variety of levels in your classroom it is important that instruction be individualized. Children who are being challenged with interesting activities, that they can accomplish are less likely to act out.

ALLOWING CHILDREN CHOICES

Children are more cooperative when they feel they have some control over their lives. In addition, children learn to make decisions and live with the results of the decision. For a choice to be a learning tool, it must be a choice with equally attractive alternatives that both you and the child can accept. For instance, "Do your paper or you will have to stay after school" is a choice but these are not equally attractive alternatives to the child. It may appear to the child as a threat. The child may not feel that he has any more control over his life than before the choice was offered. Instead, a choice might be, "You can complete the project now or during self-selection." Children also need to have choices of activities. This allows for differences in children's skill levels and interests.

SETTING UP REALISTIC RULES

Children are more cooperative in following rules if they help to set them up. It is important to word rules positively. A minimum number of rules should be established. Some classrooms choose to use the following three rules: We take care of ourselves, we take care of each other, and we take care of our possessions. Children then brainstorm what situations each of these rules cover.

WORD REQUESTS POSITIVELY

Often we tell children what not to do but they are unsure of what to do. Telling children what we want them to do helps us to clarify these thoughts for ourselves and also helps us to convey this to the child.

FORETHOUGHT

We can prevent many guidance problems by anticipating them in advance. If we know that Jason dashes out the door as soon as we say it is time to go outdoors we can anticipate this behavior and take steps to prevent it. We could station an adult at the door before we make the announcement or we could talk to Jason before we make the announcement and remind him of the expected behavior.

SETTING UP A COOPERATIVE CLASSROOM

The goal of a cooperative classroom is to develop positive, caring relationships within the classroom. This develops through children working together to achieve goals. Competition between children can damage this relationship with children feeling that they can only succeed at someone else's expense. It may cause some children to give up knowing that they can never be as "good" as the other children in the room. It may also cause children to develop a lack of regard for others' feelings. Some forms of competition found in classrooms may be posting only the best pictures on the bulletin board, posting stars for achieving certain goals, and comparing children.

TEACHER EXPECTATIONS

We need to believe that children want to follow the rules and expectations of the classroom. We also need to believe that children will follow our requests. If we are unsure then that insecurity is conveyed to the children through our voice and body language. Children will pick up on these cues and be less likely to conform to our expectations.

DIRECT GUIDANCE-Direct guidance techniques are used after a behavior has occurred.

ACTIVE LISTENING

This acknowledges that a child has a right to his feelings. Often by the adult listening and helping to clarify the feelings the child is having, the child is then able to solve the problem himself. Sometimes just discussing the problem is a carthesis for the child. When listening to the child give him your full attention. Refrain from giving advice, instead reflect the feeling or the content of the message. For example, the child says, "I hate Joan." you might say, "You're really feeling angry with Joan." This remark allows the child to continue to discuss the situation with you.

I MESSAGES

You may use an 'I message' if you are frustrated with a child's behavior. Using an 'I message' allows you to express your feelings to the child. An 'I message' usually contains the following components; how you feel, the specific behavior that caused you to feel this way and how that affected you. For example, "I feel irritated when the lid is left off the glue because then the glue dries out."

NATURAL CONSEQUENCES

Natural consequences are consequences that occur with no intervention from you. For example, a child who is tipping the chair back on its hind legs may tip over. A child who goes outside without mittens in the winter may get cold hands. In natural consequences children learn from their own behavior and the results, and the adult is not involved in the consequence. Natural consequences are very effective when the consequences are not dangerous and when the adult can live with the consequences. For example, the natural consequence of the children leaving the school balls outside at recess is that they may be stolen or blown away. However, the teacher may feel that it is very important that the balls not be lost and therefore natural consequences should not be used.

LOGICAL CONSEQUENCES

Logical consequences are consequences that are administered by the adult. To be considered a logical consequence the child must see the consequence as relating logically to the behavior. For example, if you destroy someone's property you must fix it or replace it.

REDIRECTION

This technique involved changing a child's activity to a more suitable behavior. For example, a child is throwing a bean bag in the classroom. You might redirect her to throw the bean bag at the clown target that is in the block area.

PROBLEM SOLVING

Involves assisting the child or children to solve the problem themselves. It consists of the following steps:

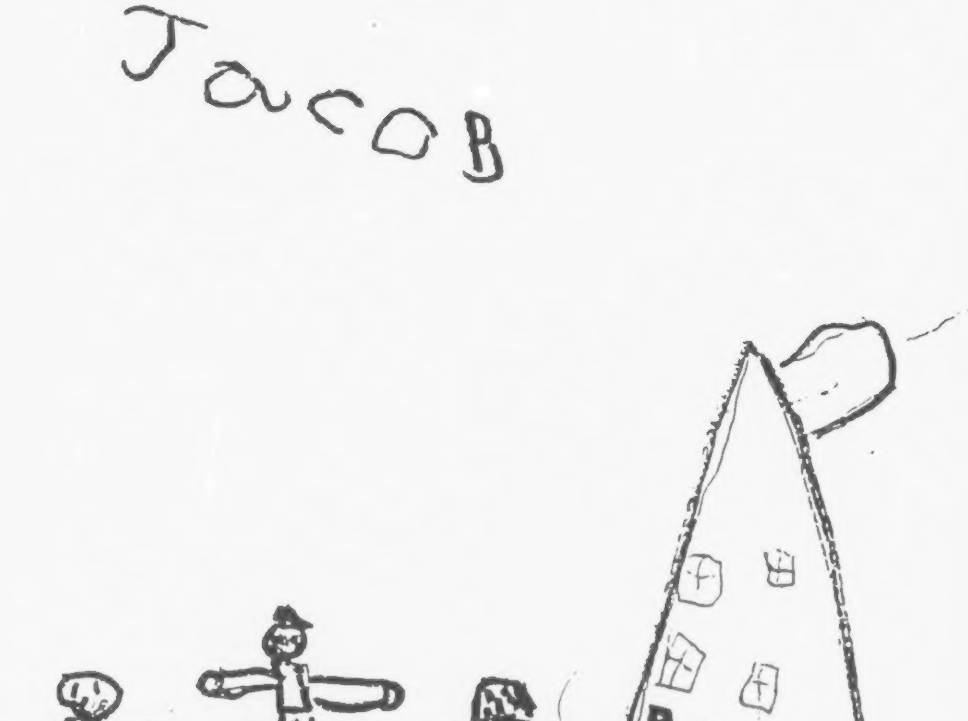
1. Define the problem--Use active listening and I messages, make sure that all those who are involved with the problem are included whenever possible.
2. Explore alternatives--Brainstorm all the possible solutions, it is best to either write down the solutions or tape them, accept all solutions, do not analyze them at this time.
3. Choose a solution--Go through your list of solutions, discuss alternatives, cross off the solutions that anyone objects to, choose a solution that is mutually agreed upon.
4. Evaluate the probable results of the solution--This may occur as part of choosing a solution, discuss what might happen if this solution is chosen.
5. Obtaining a commitment--Agree when the solution will be implemented, who will be responsible to implement the solution and how it will be implemented.
6. Set up a specific future time to discuss how the solution worked.

Although this method is initially time consuming, you are teaching the children a skill that they will eventually be able to use without your being involved. Thus, in the long run you may be spending less time dealing with conflicts.

TIME OUT

Time out is the removal of the child from the group. This should only be used when children are out of control and in danger of hurting themselves or others. The child is often placed in a quiet area. In some cases the child may be so out of control that it may be necessary to hold him until he calms down. For time out to be most effective you must let the child determine when he is ready to leave the time out area. If you find that he has made this choice prematurely you may need to place him back in time out. After the child has been in time out it is important to talk to him about other ways he could have handled the situation. When children understand that time out is not a punishment they may begin to choose time out when they feel themselves beginning to lose control.

MAINSTREAMING



MAINSTREAMING (INCLUSION)

Public Law 94-142 mandates that all handicapped children 5-18 are eligible for a free, appropriate public education in the least restrictive environment. The regular classroom is often the least restrictive alternative for children with disabilities. Therefore, you will probably have one or more children in your room who have special needs.

According to Morgan and York,(l981) a comprehensive program for children with special needs includes the following:

1. A teacher knowledgeable in child development who accepts children at their level of development
2. A teacher who understands that children need consistency, a dependable schedule, and gentle but firm limits
3. A curriculum that has a multisensory approach
4. A curriculum that enhances growth in all areas of development
5. A curriculum that provides various hands-on experiences
6. Many opportunities for play
7. A natural, appropriate setting in which learning may be directly applied, with no need for delayed generalization from a highly structured and isolated lesson.

You will note that these program suggestions for children with special needs are similar to those found in any developmentally appropriate classroom.

GENERAL TIPS

Remember, **the child is a child first and then disabled**. Refer to the child as a child who is blind rather than as a blind child.

Teach from the child's strengths.

Children who are disabled deserve the same respect as the non-disabled child.

Refrain from talking about the child in front of him.

Don't treat the child as being less intelligent than she is.

Consider guidance techniques carefully. Ask yourself if this is a technique you would use if the child were not disabled.

Don't pity the child.

Don't overprotect the child. Let the child do as much as he can by himself.

Be aware of your own terminology that might indicate bias toward people with disabilities such as the blind leading the blind, deaf and dumb, etc.

Keep in frequent contact with the child's parents.

Parents have the advantage of knowing the history of the child. They can provide invaluable information about what techniques have been successful and unsuccessful with their child. They can inform you about the child's reaction to school, changes in behavior, etc. In addition, many parents have studied the disability and can be a valuable resource.

Keep in contact with specialists who are working with the child.

Help the other children in the class accept the child with a disability.

Have a unit on disabilities.

Allow the rest of the children to experience simulated disabilities (for example, negotiate the room in a wheelchair).

Give the child who is disabled the opportunity to determine how to answer questions that the other children may ask about his disability. The child may choose to answer questions himself, choose to tell the child that he does not wish to answer the question or choose to refer the question to you to answer. Be careful not to talk about him as though he were not there.

Make sure your environment reflects children with disabilities. For example, dolls with disabilities in the housekeeping area, pictures in the room which include children with disabilities, books which show children with disabilities.

Invite guest speakers who are disabled to your room.

Discuss feelings of both the child with the disability as well as other children in the room.

Label children's feelings, e.g., "You are worried that John may bump into you with the wheelchair."

Find acceptable ways to express feelings--art work, writing in journals, water play, etc.

Stress the similarities that children share as well as the differences.

Make sure all areas of your room are accessible to all children.

Make sure children with disabilities are not excluded from activities or groups.

Set up structured group situations to encourage social interaction between children with disabilities and their peers.

Make your room a success-oriented room.

Allow children choices of activities.

Establish your room into learning centers. Make sure task cards with picture directions in centers are at a variety of levels.

Provide many open-ended activities (activities that can be done in a variety of different ways, eg., math manipulatives, a writing center).

When using closed-ended activities, provide a variety of different levels. For example, puzzles with varying number of pieces.

Encourage peer tutoring and cooperative learning (children work together and help each other on projects and activities).

Ask for help. Resources might include the child's parents, specialists, special education cooperatives, local support groups for the disabled, national organizations for the specific disability, PLUK (Parents Lets Unite for Kids, 1-800-222-PLUK).

TIPS FOR DEALING WITH SPECIFIC DISABILITIES:

HEARING IMPAIRED

Determine child's degree of hearing loss.

Learn how to install a hearing aid and how to replace batteries in hearing aids.

Face the child when speaking.

Do not exaggerate speech.

If the child signs, encourage everyone who has contact with the child to learn to sign.

Include the child in conversations.

Provide a visually and tactually rich environment.

COGNITIVELY DELAYED

Be aware of the child's developmental level.

Plan tasks that are at the child's developmental level.

Make sure the environment contains tasks that the child can succeed at.

You may need to break tasks into smaller steps (task analysis) so that the child can be successful.

You may need to directly teach skills and concepts that other children pick up through incidental learning. You may want to model skills as well as describe them.

Be aware of other children in the room babying the child with a cognitive delay. For example, carrying the child, talking baby talk to the child, etc.

Treat the child as an important contributing member of the group. For example, if the class is working on a project make sure the child has a part for which he is responsible.

Keep directions simple. Use only one step directions until you are sure the child is ready for multi-step directions. It may be necessary to repeat directions more than once.

Make expectations clear.

Praise progress.

Encourage progress.

VISUALLY IMPAIRED

Find out the degree of visual impairment. Some children may be able to see certain colors or certain sizes of print.

Tell the child where materials are located when you present them to the child. For example, your glue is at the top of the paper.

Be aware of talking loudly.

Identify yourself to the child until the child can identify you by voice.

Tell the child when you are leaving the area.

Don't touch the child without giving him a warning.

Let the child know if you change the arrangement of the room or materials.

Provide an aurally and tactually rich environment.

If you are leading the child have them take your arm, with the child walking slightly behind you. Bend your elbow and put it behind your back to let the child know to go behind you when you come to a doorway or small space. Verbalize to the child the surroundings, eg., ("We will be walking down three steps.")

Contact the Montana Library for the Blind for information about tapes and records.

SPEECH AND LANGUAGE IMPAIRMENT

Restate incorrect sounds back to the child correctly rather than having the child repeat the sound.

Extend and expand the child's language. For example, the child says "car", you might say "Yes, it is a red car."

Use parallel or mediated talk (talk about what the child is doing, also talk about what you are doing). For example, "I see that you are building a tower of blocks."

Take time to listen, show listening behavior (get at the child's eye level, look directly at the child).

If you cannot understand a child, it might help to have her tell you in different words or show you.

Provide many opportunities for language such as singing, language stimulation games, and daily informal conversation.

EMOTIONAL DISTURBANCE

Provide many role playing materials, art materials, puppets and other materials children can use to act out feelings.

Allow children time to adjust to changes.

If a child is highly distractable, you might need to make the room less stimulating and limit choices.

Children who are withdrawn may need a slow transition to group activities. They may begin by watching, then playing with one other child, etc.

Children may feel more comfortable if they can bring something familiar to school with them.

Provide consistency in routines and expectations.

ORTHOPEDIC IMPAIRMENT

Know the child's abilities so that the child can be encouraged to be as independent as possible.

Arrange the room so that all areas are accessible to the child (ramps, wide doorways, grab rails beside the toilets, clutter free floors).

Make sure other learning environments are also accessible (playground, library, lunchroom, etc.)

You might want to examine the classroom from the vantage point of a wheelchair.

Be familiar with proper positioning techniques.

Change the child's position on regular basis.

Plan activities outdoors which include the child. You might want to consider obtaining several wheelchairs so that children can play wheelchair sports and games.

STATE RESOURCES

Department of Social and Rehabilitation Services
Developmental Disabilities Division
Room 202, SRS Building, 111 Sanders
Helena MT 59620 444-2995

Rehabilitative/Visual Services Division
Room 307, SRS Building, 111 Sanders
Helena MT 59620 555-2590

Office of Public Instruction
1300 Eleventh Avenue
Helena MT 59620 444-3095

Division of Special Education 444-4429
Audiology 444-3114
Deaf/Blind 444-4426

Montana State Library
Blind and Physically Handicapped Services
1515 East Sixth Avenue
Helena MT 59620 1-800-332-3400

Handicapped Children's Services
Room 314, Cogswell Building
Helena MT 59620 1-800-762-9891

Montana State School for the Deaf & Blind
3911 Central Avenue
Great Falls MT 59401 453-1401

Montana Advocacy Program, Inc.
1410 8th Avenue
Helena MT 59620 1-800-245-4743

PLUK
EMC/IHS
1500 N 30th
Billings MT 59101-0298 1-800-222-7585

Easter Seal Society
Goodwill Industries of Montana
4400 Central Avenue
Great Falls MT 59403

NATIONAL RESOURCES

Bureau of Education for the Handicapped
U.S. Office of Education
Department of Health and Human Services
7th and D Streets, S.W.
Washington DC 20036

Council for Exceptional Children
Division of Early Childhood
Department 651
1920 Association Drive
Reston VA 22091-1589

Disability Rights Education and Defense Fund
2212 Sixth Street
Berkeley CA 94710

National Easter Seal Society
2023 W Ogden Avenue
Chicago IL 60612

National Committee for Multi-Handicapped Children
239 14th St
Niagara Falls NY 14303

National Association for Retarded Children
420 Lexington Avenue
New York NY 10019

Alexander Graham Bell Association for the Deaf
3417 Volta Place, NW
Washington DC 20007

National Association for the Deaf
814 Thayer Avenue
Silver Spring MD 20910

National Association of the Deaf
2025 Eye Street, NW
Suite 321
Washington DC 20006

National Association for Hearing and Speech Action
10801 Rockville Pike
Rockville MD 20852

American Academy for Cerebral Palsy
University Hospital School
Iowa City IA 52240

United Cerebral Palsy Association, Inc.
66 East 34th Street
New York NY 10016

American Diabetes Association
Montana Affiliate
Box 2411
Great Falls MT 59403 1-800-232-6668

Muscular Dystrophy Association of America, Inc.
1790 Broadway
New York NY 10019
National Epilepsy League, Inc.
303 North Wabash Avenue, Room 2200
Chicago IL 60601

National Council for the Gifted
700 Prospect Avenue
West Orange NJ 07052

American Association for Gifted Children
15 Gramercy Park
New York NY 10003

The National Association for Gifted Children
8080 Springnally Drive
Cincinnati OH 45236

American Association of Workers for the Blind, Inc.
206 N Washington Street
Alexandria VA 22314

National Society for Low Vision People, Inc.
2346 Clermont
Denver CO 80207

American Brotherhood for the Blind
Twin Vision Books
18440 Oxnard Street
Tarzana CA 91356

American Foundation for the Blind
15 West 16th Street
New York NY 10011

American Printing House for the Blind
1839 Frankfort Avenue
Louisville KY 40206

Association for Education and Rehabilitation for the Blind
and Visually Handicapped
206 North Washington Street, Suite 320
Alexandria VA 22314

Association for Education of the Visually Handicapped
711 14th Street, NW
Washington DC 20005

Recording For The Blind, Inc.
Master Tape Library
20 Roszel Rd
Princeton, NJ 08540 609-452-0606

The American Speech-Language-Hearing Association
10801 Rockville Pike
Rockville MD 20852

Association for Children and Adults with Learning Disabilities, Inc.
5244 Clarwin Avenue
Pittsburgh PA 15229

Association for Children with Learning Disabilities
4156 Library Road
Pittsburgh PA 15234

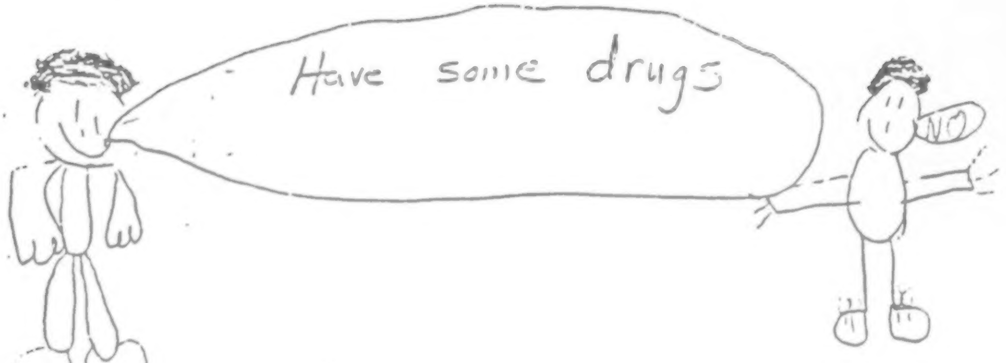
The National Association for Mental Health, Inc.
10 Columbus Circle, Suite 1300
New York NY 10019

National Mental Health Association
1021 Prince Street
Alexandria VA 22314-2932

SUBSTANCE ABUSE

AND

SELF CONCEPT


Have some drugs
NO

Harrison

POSITIVE SELF CONCEPT IN RELATIONSHIP TO DRUG ABUSE

The focus of a drug abuse program for the early years needs to center on establishing a positive self-concept. Children who feel good about themselves are able to resist the pressures of peers. They do not need to buy friendship, go along with the crowd, or act "big" in order to make and keep friends. A positive self concept is an on-going process throughout life, however, it is most easily established in the first six years. Teachers can help establish this process through:

Establishing a pro social environment:

Accept each child for who he/she is.

Listen to children (be physically on their level) (maintain eye contact when culturally appropriate).

Model appropriate interaction skills.

Avoid competitive games and activities.

Encourage sharing and cooperation.

Use encouragement rather than praise on a routine basis.

Value children's work and effort.

Teach children pro-social ways of interacting with others.

Planning activities to enhance self-concept and self-knowledge.

Allow children to do as much as they can for themselves.

Make 'me' books (books about the child, child's family, likes and dislikes, favorites, etc.).

Draw around the child on large sheets of butcher paper.

Make hand prints, foot prints, portraits, silhouettes.

Make a list with the help of a small group of children of the child's positive attributes.

Put positive notes about children in a jar to read at the end of each day. Make sure each child has a note. These notes are then sent home to the parents. Children can be encouraged to also add positive notes to the jar.

Have a special place for children to hang their work. Let the child choose what goes on their special bulletin board.

Feature a child a week. Have a bulletin board dedicated to that child, have the child be a snack helper, have parents come in for snack, etc.

Have children fill in blanks such as: "I'm special because ...". "The thing I can do best is ...".

Discuss differences and similarities between children.

Take pictures of children to hang in the classroom.

Video tape children. Let children watch themselves doing various activities.

Provide mirrors throughout the classroom.

Describe a child in the group and let the children guess who you are describing.

Use children's names in songs and fingerplays whenever possible.

Have children paint or draw self portraits. Make sure you have a variety of shades of paint or paper available.

Encourage children to write or dictate stories about themselves and their families.

Helping children learn to identify and label feelings:

Label children's feelings for them at school.

Encourage children to label their own feelings.

Show pictures of people portraying different emotions. Have children identify the emotion portrayed. Also discuss why the person may be feeling that way.

Discuss things that make us happy, angry, sad, jealous, excited, etc.

Play games and encourage dramatic activities that allow children to act out different emotions.

Have children make feeling collages.

Helping children cope with feelings:

Reinforce the idea that all feelings are natural and that it is normal to sometimes feel sad, angry, frightened, curious, etc.

Allow children to express their feelings as long as it does no damage to self or others.

Discuss with children in group activities and individually what they can do when they are feeling very angry, sad, rejected, etc. Children who are unable to discuss feelings may be able to draw what they would do or talk through puppets.

Teach children stress reducing strategies such as:

relaxation exercises

physical release activities such as running around the playground wadding up old paper and throwing it at a target, hammering, working with clay, etc.

verbal skills to talk about feelings

art activities and water play

dictating feelings in language experience story

Talk about the worst thing that could happen, the best thing that could happen.

Read books about children coping with different problems and emotions.

Helping children learn to accept responsibility for their own actions:

Give children many opportunities for making choices and accepting the consequences of the choices they select.

Give children "I" messages about how their behavior affects you. "I feel frustrated when the crayons are dumped on the floor because they might get stepped on and broken." (How I feel, identify the behavior and the consequences.)

Use natural and logical consequences. For example, if a child drops the crayons on the floor he needs to pick them up before he goes onto the next activity.

Avoid yelling at, belittling, or humiliating a child. This encourages children to lie about what they have done.

Teach children self-management skills. It is well documented (Oyemade, 1989) that children who are not taught to manage their own behavior are at greater risk of using drugs that those who have self-management skills.

Teaching children the consequences of excesses:

Have group discussions about what happens when we take anything to excess. For example, when we don't get enough sleep, when we eat too much candy, when we watch too much TV, etc. Discuss instant gratification and quick-fix solutions.

Discuss over the counter medication. Include issues such as the amount of over-the-counter medications used by our society, the media portrayal of medications (frequency, acceptability) and the idea that 'pill-popping' is acceptable.

LEARNING EXPERIENCES

LEARNING EXPERIENCES

These learning experiences are presented as a resource to help teachers offer activities that will encourage exploration, discovery and experimentation. Because young children vary in their rate of social, emotional, physical, and intellectual development, the activities are set up on a continuum of developmental levels. Thus, the teacher can make a judgment about the level of development of each child and provide appropriate opportunities for self-directed, individual or group work.

There are four major categories: **creative** development, **social** development, **physical** development and **intellectual** development. Each category is divided into objectives, expected performance, activities. The suggestions presented for each objective are not exhaustive but are considered a basis to stimulate generation of further learning activities.

An outline of the learning experiences for each category is provided to permit a concise overview. Selection of appropriate experiences from each category should allow the tailoring of a program to meet individual student needs. It is suggested that district goals be kept in mind while selecting learning experiences.

Outline of Topics, Objectives and Expected Performance for each Category

Creative Development

Art, music and dramatic play experiences for kindergarten children serve to release their creative capacities, allow for self-expression, allow for therapeutic release, and help children develop specific skills such as eye-hand coordination, finger dexterity, etc. By being free from pressure to copy or imitate, the children are given opportunities to integrate their own experiences with artistic expression. The children experiment with a variety of media as they develop artistic accomplishments and a growing joy for art, music and dramatic play activities.

A. Art

1. Express themselves to self-satisfaction in different art media
    a. Experiment with paints, crayons, finger paints, chalk, printing, collages (using one or several primary colors)
    Manipulate clay (making simple round or flat forms)
    b. Paint and color and do clay work with more representation and imagination. Create crude forms and simple detail.
    c. Verbalize about paintings, clay work, etc. Value their work
2. Become aware of the many things that can be made out of common materials
    a. Improvise art objects out of scrap or craft materials such as paper sacks, egg cartons, berry baskets
3. Become aware of how other people express themselves through art
    a. Want to share work with peers
    b. Want to share with and appreciate work of others
    c. View professional works of art

B. Music

1. Express themselves to their self-satisfaction using sound and rhythm
    a. Gallop, jump, walk, sway, etc. in motoric response to music and rhythm
    b. Sing simple songs from memory and recognize simple melodies. Experiment with commercial, improvised or child created instruments
    c. Respond to rhythm with increasing spontaneity and creativity. Create songs during play. Sing with greater voice control (rhythm and pitch).

2. Learn to recognize changes in tempo. dynamics, rhythm, tone
    a. Experiment with combinations of tones on instruments
    b. Reproduce sounds and rhythmic patterns
    c. Identify the mood of the music

C. Dramatic Play

1. Express ideas and feelings in actions and words
    a. Initiate spontaneous dramatic play with peers recreating familiar scenes and roles
    b. Role-play scenes with familiar characters in a teacher-directed activity. Discuss characters and their feelings
    c. Act out problem situations that they try to understand; role-play the person they're trying to understand

2. Use their imagination freely
    a. Enjoy stories about the world of fantasy
    b. Indulge in fantasy play. Take on roles of make-believe characters
    c. Make up stories about imaginary pets or friends

Social Development

Kindergarten children are developing a sense of themselves as people and are increasing their awareness of the role family and friends play in their lives. The school encourages a positive self-image by offering experiences related to the child as a social being and recognizes each child's cultural identity. An anti-bias emphasis is woven into planned experiences.

A. Self-Image

1. Knows physical self and has a natural interest in the body
    a. Self-Identification
    b. Interested in identifying and naming parts of the body--arms, legs, hands, feet, head, fingers, toes, eyes, ears, nose, mouth, ankles, hops, shoulders, elbows, jaw
    c. Learns to associate parts of the body with their functions, e.g., "I have two eyes and I see with them."

2. Recognizes, labels, and expresses emotions in acceptable ways
    a. Manifests such feelings as fear, anger, surprise, affection, happiness, sadness and begins to label them verbally
    b. Learns to identify feelings such as happy, sad, fearful, thrilled, frustrated and finds acceptable ways to express them
    c. Attempts to tell or show why they feel a certain way or what makes them feel sad, happy, fearful, etc.

3. Expresses self verbally in positive terms
    a. Demonstrates verbalizing name and age
    b. Awareness of where he or she lives
    c. Wants to tell about the things he or she does

4. Learns to express their social self in positive terms in the context of their family
    a. Interest in nuclear family
    b. Interest in expanded family (cousins, aunts, uncles, grandparents and communal family)
    c. Enjoys verbalizing about place in the family, relationship to parents, siblings, and the changing roles of different family members
    d. Home ties are still paramount

5. Expresses themselves in the context of the peer group
    a. Interest in friends at school
    b. Interest in friends away from school

6. Learns to make friends
    a. Engages in parallel play with friends
    b. Engages in associative play with friends
    c. Engages in social dialogue and cooperative play with friends
    d. Makes special friends. Are possessive at times

7. Expresses social self in the context of cultural group
    a. Enjoys identifying foods that are indigenous to his or her culture
    b. Understands some of the language and speech patterns indigenous to his or her culture
    c. Interest in self in reference to race, religion and culture

8. Explores the community and observes the activities of the people who live and work there
    a. Recognizes familiar places and faces in the neighborhood where he or she lives
    b. Recognizes pictures of and verbalizes about places visited

B. Self-Management

1. Learns how to cope with emotions
    a. Acts out such feelings as anger, fear, surprise and joy impulsively
    b. Verbalizes feelings. Relates feelings to their causes
    c. Interacts appropriately with the environment as they mature and gain in personal-social experiences

2. Develops a sense of autonomy
    a. Develops independence in making own decisions and initiate their own activities
    b. Helps initiate activities as part of a small group
    c. Seeks out new experiences independently. Requests assistance from peers as well as adults when it is needed

3. Shares and takes turns
    a. Develops patience in waiting their turn and in having gratification delayed
    b. Shares with friends
    c. Cooperates with others. Take turns and shares

4. Learns to interact with peers and with adults in accordance with the mores of the community and the culture
    a. Attempts to adjust to other children of varying ages
    b. Cooperates at times with others on a one-to-one basis, in large or small group

5. Reacts to needs of others
    a. Interested in care and welfare of pets
    b. Recognizes feelings in others that have been experienced
    c. Empathizes with a child who is sad or hurt. Expresses pleasure at other child's joy

6. Becomes concerned about such ethical values as honesty, fairness, respect for others
    a. Behaves in response to external control
    b. Begins to differentiate the common good from the more selfish one. Applies sense of fairness to conflict situations

Physical Development

A. Gross Motor Development

   1. Develops motor coordination of large muscles

      a. Walks, jumps, runs, crawls, slides, tiptoes, balances using gross motor muscles
      b. Rides wheel toys
      c. Hops, skips, gallops, jumps rope and climbs with greater coordination of gross motor muscles

   2. Develops laterally

      a. Differentiates one side of body from the other
      b. Shows a preference for handedness
      c. Begins to know right hand from left

   3. Orients self in space

      a. Identifies body parts
      b. Identifies position in space
      c. Recognizes the relations of different parts of bodies to each other and to external objects
      d. Recognizes different possible body movements that can be made through creative rhythms
      e. Develops awareness of personal space

B. Fine Motor Development

   1. Develops eye-hand coordination

      a. Hammers, catches and throws randomly
      b. Handles large blocks and large manipulative toys
      c. Catches, aims and throws more accurately
      d. Hammers nail into board, saws, uses screwdriver and pliers
      e. Handles small blocks and manipulative toys

   2. Develops finger dexterity

      a. Scribbles, paints and colors randomly
      b. Cuts with scissors, turns pages of a book, holds pencil for writing, screws nuts and bolts, sews
      c. Draws a progression of geometric figures such as crosses, lines, circles, squares, triangles. Draws simple outline figures such as completing figure of a man or woman
      d. Laces and ties shoes--buttons and zips coat

Intellectual Development

A. Communication

1. Learn the concepts that underlie words
    - a. Manipulate objects in environment, observe activities, listen to stories, learn that word concepts are associated with what is seen, done, heard
    - b. Describe observations, manipulations, feelings

2. Learn to use language as a social tool
    - a. Communicate needs and desires in a variety of situations
    - b. Verbally relate to others in the sharing of materials, books, toys, equipment, and ideas
    - c. Express awareness of and concern for others

3. Learn to use language spontaneously and expressively, using verbal and non-verbal language
    - a. Express feelings and desires with words and gestures
    - b. Play with words, use silly language. Talk freely about feelings and experiences
    - c. Create dialogue and gesture while role-playing or participating in dramatic play

4. Learn to use more precise language
    - a. Use one word remarks and incomplete sentences
    - b. Use more complex sentences
    - c. Engage in socialized speech in which children speak and respond to one another. Use pronouns such as "I, you, he, she, we, they" appropriately

5. Develop listening skills
    - a. Listen passively while playing and recognize and attend to sounds that are familiar
    - b. Listen appreciatively to stories, poems, records, conversations. Listen effectively to directions and announcements
    - c. Listen analytically. Analyze what is heard and interpret it in terms of knowledge and experiences

6. Feel secure about asking questions
    - a. Ask simple how, what, where, why questions
    - b. Seek out and acquire information
    - c. Ask questions that require extended answers

B. Perception

1. Learn to discriminate visually

    a. Discriminate colors, objects, shapes
    b. Discriminate parts of a picture or a puzzle or a toy
    c. Discriminate that the printed word might be related to a concrete object in the environment

2. Learn to discriminate sounds, tones, rhythms, directions of sounds (Auditory)

    a. Identify and associate specific sounds with people, animals, objects
    b. Identify and repeat various rhythms. Discriminate which direction a sound comes from
    c. Discriminate tonal differences such as pitch, duration, intensity. Discriminate differences between letter sounds. Associate auditory sounds with visual symbols. (Caution: only if the child has reached the appropriate developmental stage.)

3. Learn to identify various tastes and flavors (Taste)

    a. Identify foods that are salty, sweet, bitter, tart
    b. Know names of foods according to taste or flavor

4. Learn to identify various odors (Olfactory)

    a. Identify odors as being pleasant or unpleasant
    b. Recognize and label familiar odors such as food odors, gaseous odor, perfumes
    c. Associate odors with their sources

5. Recognize and identify by touch various objects, different shapes, heat differences, smoothness, roughness, hardness, softness (Tactile and Kinesthetic)

    a. Distinguish shapes and sizes by touch
    b. Distinguish heat differences (which is hotter, which is cooler). Distinguish smoothness, roughness, softness of objects
    c. Identify an object or distinguish its texture using only the modality of touch

C. Color Recognition

1. Gain familiarity with colors and their names

    a. Match objects of same color
    b. Identify and name colors. Later label with color words
    c. Combine two primary colors to create secondary color

D. Shape Recognition

1. Learn geometric shapes

    a. Match shapes such as circles, ovals, squares, triangles, diamonds, rectangles. Use three-dimensional manipulatives
    b. Identify and label shapes. Classify circles, squares, triangles, etc. by name
    c. Pick out objects in environment that have same shape as specific shape worked with
    d. Verbalize the characteristics of the different shapes

E. Relational Concepts

1. Learn concepts of same/different

    a. Match two objects that have one common attribute (such as color and shape)

2. Learn concepts of none/some/all

    a. Recognize that a total absence of objects mean none and total presence of objects means all
    b. Understand the concept of one more and one less
    c. Recognize that something may have been added to or removed from a total number of objects
    d. Verbalize when none/some/all of a total number of objects is present/absent

3. Learn concepts of part/whole relationships

    a. Structure parts into whole in working with puzzles
    b. Create a new whole when given parts such as blocks, tinker toys, interlocking wooden pieces
    c. Distinguish figure from ground in pictures

4. Learn spatial relationships such as up/down, over/under, on/through, around/next to, near/far, close to/away from, left/right, first/last

    a. Point to positions of objects when given a verbal stimulus
    b. Place objects in spatial positions when given verbal stimulus. Verbalize which is up, which is down, etc. Distinguish top from bottom, inside from outside.
    c. Have some recognition of which hand is left/right

5. Learn temporal relationships such as before/after, beginning/end, first/last/next

    a. Associate activities and events with time periods of day
    b. Recognize and verbalize time sequences in a story or life situation, what comes first, what comes next, what is the beginning, what is the end
    c. Understand what it means to be first/last/before/after
    d. Begin to understand the relationship of yesterday, today, and tomorrow

6. Learn concepts of distance such as near/far, close to/away from

   a. Place objects close to or away from each other according to a verbal stimulus
   b. Identify and verbalize whether objects are close to or far away
   c. Abstract idea that certain places are close to home or school or far from home or school

F. Classifying

1. Learn to classify on the basis of different categorical criteria

   a. Match and sort according to one attribute such as color, shape, size in this progression of difficulty
   b. Match and sort according to more than one attribute. Identify common attributes of objects being categorized
   c. Abstract several attributes in generalizing a classification or category

G. Sequencing

1. Learn seriation and sequencing

   a. Place objects in a sequential order given a concrete criteria base, such as color and size. Count sequentially
   b. Arrange ideas or objects within a developmental sequence or arrangement
   c. Verbalize the correct order of events

H. Left-to-Right Sequencing

1. Learn left-right sequencing

   a. Follow left-to-right sequencing when telling about a series of three or four pictures
   b. Arrange a progressive series of numerals or pictures in left-to-right sequence
   c. Print or read letters of name in left-to-right sequence

I. Children and Their World: Environmental Awareness

1. Become aware of themselves in relation to the natural forces of the environment

   a. Show awareness of different types of weather. Know to wear heavy clothing on a cold day and light clothing on a warm day
   b. Know that the moon is associated with night and the sun with day. Distinguish stars and clouds in the sky. Know that it is cold in winter, warm in summer. Know that some flowers start to bloom in the spring and that some trees lose their leaves in the fall.
   c. Understand that there are some natural forces over which people have no control (weather, earthquakes, floods) and that there are some over which people have some control.

2. See that they can exercise some control over the environment

    a. Help to pick up and clean up under directed guidance
    b. Understand that litter and neglect have adverse effects on the environment. Help in group planning to improve the environment.
    c. Initiate and plan activities that help protect the environment with emphasis on conservation in practical ways.

3. Learn that an interdependency exists among all living things

    a. Show an interest in and a concern for living things such as plants and animals
    b. Understand that plants, animals, and people are interdependent
    c. Understand that people have a responsibility to help protect the environment

4. Develop an aesthetic sense. Appreciate beauty in the surrounding world

    a. Notice and contribute to beauty in the outside environment
    b. Learn about beauty in words, art and music

J. Science Concepts

Stimulating children to participate in exploratory investigations is the main goal of the kindergarten science program. Children act on their developing concepts and learn to modify ideas. By encouraging independent investigations, the child develops a feeling of competence and self-worth.

1. Learn that physical matter takes the form of solids, liquids or gases

    a. Identify solids (a rock, a piece of iron), liquids (milk, water) and gases (smoke, air pollution)
    b. Classify matter on physical basis
    c. Verbalize about various characteristics of each form of matter

2. Learn that physical changes can take place in matter

    a. Identify physical matter in its various forms, such as ice is another form of water
    b. Perform simple experiments such as making ice cubes, boiling water and watching the steam form. Explain how the physical changes take place.
    c. Predict possible outcomes of simple experiments

3. Learn that chemical changes take place in matter

    a. Perform simple experiments to make chemical changes take place in matter
    b. Predict possible outcomes of the experiments performed

K. Numeral Recognition, Quantifying, and Mathematical Concepts

Every kindergarten child comes to school with some mathematical knowledge. The academic program should reinforce the skills the child already has and arrange experiences to assist the child in gaining new understandings.

> "What is important is that children retain that which their curiosities have led them to discover and that which has been learned through understanding rather than through being told." (Scott,1978)

Mathematical learnings begin with real situations and progress to pictorial representation and abstractions. Manipulative materials assist children with discovery learning. The teacher facilitates this process by creating a stimulating mathematical environment.

For the kindergarten child mathematical experiences may include: number recognition (0-10), sorting and classifying, understanding of sets, geometrical concepts, making comparisons, quantity, length, money, time

The teacher should be familiar with each child's abilities and needs. Assessment is an essential aspect of the mathematics program if effective teaching is to take place.

1. Numeral recognition and quantifying-learn to recognize numerals
    - a. Match numeral shapes
    - b. Identify and name numerals
    - c. Print numerals
2. Numeral recognition and quantifying-learn the concepts of quantity of number, length, weight, time, interval, temperature
    - a. Associate oneness and twoness with quantity sets
    - b. Acquire an increasing concept of numbers. Match sets to a numeral. Recognize equivalent and non equivalent sets. Verbalize which quantity is more, which quantity is less.
    - c. Identify the number symbols on a clock, a ruler, a scale, a large thermometer. Recognize length and weight differences in objects in standard and/or metric systems.

L. Knowing About Letters

1. Learn to recognize large print letter shapes
    - a. Match large print letter shapes
    - b. Identify and name letter shapes
    - c. Print some of the letters of the alphabet (with suggested use of appropriate pencil positions)
2. Understand that words are made up of letters

M. Word Recognition

1. Learn to recognize children's names
    a. Recognize printed name
    b. Recognize classmates' printed names
    c. Print own name

2. Understand that a word is built out of letters

3. Learn that reading is everywhere
    a. Recognize common street signs
    b. Recognize common store names
    c. Illustrate familiar words

N. Reasoning and Problem Solving

1. Develop reasoning and problem solving skills
    a. Synthesize several concepts from a non-present or past experience to form a reason
    b. Recognize that a problem exists and seek out pertinent information. Ask questions
    c. Generate several possible solutions and answers to problems by organizing and processing the information received
    d. Weigh the evidence and evaluate the explanations. Create, select and/or reject solutions and come up with a probable decision.

Creative Development

Objective No. 1: ART - Express themselves to their self satisfaction in different art media

Expected Performance	Activities
a) Experiment with paints, crayons, finger paints, manipulate clay, chalk, printing, collages,	Brush painting. Use paint, easels, or spread paper on table tops or on floor. For large mural painting tape large sheets of butcher paper to wall. Several children can work on one mural. Gadget painting. Use cut up sponges, or cut off ends of potato or carrot. Cut a simple design into potato. Dip into thick paint and press on paper. Also can print with empty thread spools, corks, plastic or wooden numerals or alphabet shapes. Finger painting. Use table top, table covered with oil cloth, shelf paper or special finger paint paper. Put finger paint in muffin tins, or place two dabs of paint on paper. Crayons. Use large crayons on paper, paper plates, paper sacks. Crayon Resist. Use crayons to heavily color. Brush over with very diluted tempera or water color.
b) Paint and color and do clay work with representation and imagination. Create crude forms and simple detail.	Clay and Play Dough. For storage, wrap in damp cloth or keep in plastic bag. Mold with small wooden rollers, tongue depressors, wooden hammers, sea shells, cookie cutters, etc. Collages. Have children cut pictures from catalogs, magazines, torn or cut-up construction paper, old Christmas cards. Ribbons, sandpaper, fabrics, etc. can also be used. Paste pieces on larger sheets of paper or cardboard. Christmas stamps, yarn, small stones, beans, buttons, leaves, seeds, macaroni, pipe cleaners, cut-up straws, etc. can also be used. Sand play. Use wet and dry sand on different days. Use a watering can, water in a bucket, or a hose to dampen the sand. Set aside an area for digging deep and making mud. Have water handy for making mud, mixing "cement," creating rivers and dams. Water. Boards, wheel toys, boxes, fences and outside walls can be "painted" with water. Snow. Snow can be used for shoveling, modeling, rolling. Rain. Rain can be caught in buckets or in hands. Indoor water. Water can be used in a plastic tub or in large containers. Feather painting. Either end of feather can be dipped into the paint. Spatter painting with toothbrush. Place leaves or twigs on paper. Dip toothbrush into tempera and rub over piece of screening which is held above paper. Remove leaf or twig and spattered outline will remain. String or yarn painting. Dip yarn or string into paint. Pull across paper in different directions. Glitter painting. Paint on paper. Sprinkle glitter on wet paint. Straw painting. Place drops of paint on paper. Blow the drops through a straw. Point straw in different directions to have paint spread.

Cotton swab painting. Use Q-tips or cotton swabs to paint on paper.
Chalk with buttermilk. Wet paper with buttermilk. Draw on paper with colored chalk. Chalk takes on appearance of paint.
Styrofoam sculpture. Cut pieces of styrofoam. Connect pieces with toothpicks to create different shapes. Paint.
Sculpturing. Provide large pieces of ceramic clay or play dough. After child creates form, let it dry. It can then be painted with tempera paint to which Elmer's glue has been added. This gives it a shiny finish.
Mobiles. Cut out shapes of construction paper, cut up Christmas cards or pieces of foam. Attach to clothes hanger or sticks with pieces of string.

c) Verbalize about paintings, clay work, etc. Value their work.

Encourage children to freely express the experience. (The activity and the experience of expressing their feelings about what has been done are more important than the aesthetic quality of the works produced.) Try to display their works where they and their peers can see them and talk about them. Let them take their works home so the family can have the opportunity to take pride in their demonstrated proficiency, and make a place for the works to be displayed. Title, description of story often given by the children and recorded by the teacher on a picture or work of art are appreciated by parents and children.

Creative Development

Objective No. 2: ART - Become aware of many things that can be made out of common materials

Expected Performance	Activities
a) Improvise art objects out of scrap or craft materials such as paper sacks, egg cartons, berry baskets, etc.	Paper sack puppets. Shred old newspapers by tearing into small pieces. Stuff sack with shredded paper. Tie at neck. Draw face with felt pen. Glue on pieces of yarn for hair. Paper sack Easter bunnies. Stuff neck. Paste on large paper ears. Draw or paste on eyes, nose, mouth. Paper sack Halloween pumpkins. Stuff large sacks full and round. Paint orange. Paint tied end with small amount of green paint to look like a stem. Cut eyes and mouth from black paper; paste on one side of sack. Baskets. Decorate plastic berry baskets with colored pipe cleaners, yarn or string. Make handle out of twisted pipe cleaners. Egg carton jewelry boxes. Mix tempera with white glue. Paint egg cartons and sprinkle with glitter. Macaroni beads. Paint macaroni (or rigatoni) in bright colors. Let dry, string on pieces of telephone cable or other type of wire. Airplanes. Hammer scraps of wood into airplane shapes. Paint and decorate. Pine cones. Paint. Sprinkle with glitter. Junk collages.

Creative Development

Objective No. 3: ART - Become aware of how other people express themselves through art

Expected Performance	Activities
a) Want to share work with peers.	Children can share their products with those in the class.
b) Want to share with and appreciate work of others.	Members of community, and the teacher, can share their appreciation and products. Visit painters, architects, potters, sculptors, landscape gardeners, interior decorators, photographers, window dressers, etc.

Creative Development

Objective No.: 1: MUSIC - Express themselves to their self satisfaction using sound and rhythm

Expected Performance	Activities
a) Gallop, jump, walk, sway, etc. in motoric response to music and rhythm.	Provide space for rhythmic movements indoors and outdoors. Rhythmic activities help children develop bodily control as well as a sense of rhythm.
	Use records, piano, drums, autoharp, voice, to present music that has a regular rhythm that is easily followed. Let children respond in their own ways--walking, hopping, whirling, galloping, jumping, skipping, running, swinging, tiptoeing, rocking, sliding.
	Have children move to the music when they are playing an instrument. Have them feel the beat when they are clapping their hands, snapping their fingers, clicking their tongues, tapping their feet, or swinging their arms.
	Have the children lie on the floor as limp as a rag doll while a short record is being played. Then have them roll over on hands and knees and start to grow taller and taller as the sound of the music grows louder. Then have them suddenly flop and go all the way down.
	Provide scarves, dyed cheese cloth, balloons or paper streamers for creative rhythmic activities.
b) Sing simple songs from memory and recognize simple melodies. Experiment with commercial improvised or child made instruments.	Use a variety of songs--songs about everyday experiences, holiday songs, counting songs, cowboy songs, action songs, folk songs of many cultures, songs about pets and other animals, nonsense songs, Mother Goose rhymes. (Songs should be brief, simple, melodious. Words should be easy for children to use.)
	Let children use real instruments--drums, guitars, pianos, autoharps, xylophones, chromatic bar bells, maracas, tambourines, etc.
	Let children help create their own instruments--drums, maracas, rhythm sticks, jingle claps, plate shakers, etc.
	Fill several glasses with different levels of water. When they tap the glasses they will hear different sounds. They can blow into empty pop bottles and create sounds.
	Have children walk around the room striking different surfaces. Talk about the different sounds, "Is it a low tone or a high tone?" Help them differentiate between loud and soft, high and low.
	Give the children soft scarves or crepe paper streamers. Ask how many ways they can sway the scarf or streamer as a rhythmic record is played.

	Play a classical record on record player. Set out paper and paint or crayons. Children can paint or draw in response to how the music makes them feel. Tape record original songs that are created by the children--songs that are made up by one child or by a group of children, or new verses that are created for songs they already know.
c) Respond to rhythm with increasing spontaneity and creativity. Create songs during play.	Have children explore different ways of moving their bodies rhythmically by suggesting that they figure out how many ways they can get from one spot to another (creeping, rolling, etc.), how many ways they can roll their bodies, how many parts of their bodies they can swing. Can they crawl like a snail, gallop like a horse, jump like a horse, jump like a Jack-in-the-box, fly like a bird?

Creative Development

Objective No. 2: MUSIC - Learn to recognize changes in tempo, dynamics, rhythm and tone

Expected Performance	Activities
a) Experiment with combinations of tones on instruments.	Provide drums in graduated sizes so children can explore the different qualities of sound that can be produced. Have children hold small instruments such as triangles and tambourines in different positions in order to discover how to get the best sound. Have children discover that the thicker strings on a guitar make a lower, deeper sound and the thin strings are the high notes. Show them what the back of a piano looks like and that the thick wires make the low tones and the thin wires are the high tones. Allow for lots of individual experimentation of each instrument with and without musical accompaniment.
b) Reproduce sounds and rhythmic patterns.	Use songs, games, nursery rhymes that encourage rhythmic movement. Have children clap the beat while singing, walk the beat while singing, and walk and clap the beat while singing.
c) Identify the mood of the music.	Play or sing a song in different keys and tempos.

Creative Development

Objective No. 1: DRAMATIC PLAY - Express ideas and feelings in actions and words

Expected Performance	Activities
a) Initiate spontaneous dramatic play with peers recreating familiar scenes and roles.	Provide space, materials, and time for dramatic play. Change dramatic play on a regular basis to encourage new types of play. For example, store, travel agency, campground, flower shop, etc. Since dramatic play grows out of the children's experiences, provide these experiences through field trips, contacts with people, books, stories, pictures, records.
b) Role-play familiar scenes with familiar characters in a teacher-directed activity. Discuss characters and their feelings.	Read or tell a short story. Story should be about something the children do in their everyday living, or about things they are familiar with. Provide dress-up clothes or other accessories to encourage children to assume the roles of the different characters. Role-playing techniques can be introduced through use of pantomime games. Start the game by using gestures to show emotions, actions, feelings, and let children guess what you are doing. Then children can experiment using gestures without dialogue. Suggest that they pretend they are angry, sad, sleepy, surprised. They can pretend they are sweeping the floor, making beds, rolling out tortillas, etc. Introduce role playing when children need to prepare to meet a new situation. (Doctor or nurse role playing situations can be set up before children are to be given health check-ups and after they have been to a clinic.) Reverse roles with the children in a dramatization. Let a child take your role, while you play the child's part. Have children reverse roles with other children. Action pantomime. Teacher tells story and models action. "Pretend you are a tiny seed sleeping in the ground." (Children curl up on the floor.) "Then the rain comes and then the sun shines. The seed starts to grow." (Children start to lift their arms up slowly.) "The tree is starting to grow taller and taller." (Children stand up tall, raising arms up as high as they can.) "Then it is a giant tree in the forest." (Children jump up high with arms raised.)

Creative Development

Objective No. 2: DRAMATIC PLAY - Use imagination freely

Expected Performance	Activities
a) Enjoy stories about the world of fantasy.	When children are ready to distinguish between fact and fantasy, introduce simple fairy tales. Stories about talking animals appeal to three and four-year olds, while stories of fairies, giants and mythical heroes appeal to five and six-year-olds. Emphasize the difference between what really happens and what a fairy tale is by starting the latter with "Once upon a time." Suggest different ways of looking at things. How does the furniture in the room look when you're upside down? How does the room look when you're standing on a ladder?
b) Indulge in fantasy play. Take on roles of make-believe characters.	Encourage children to act out some of the stories they hear by providing accessories such as puppets, simple costumes, large packing box to be used as a TV set. (Cut a large opening in the box through which the "actors" can be seen on screen. Box should be large enough for children to get into.)
c) Make up stories about imaginary pets or friends.	Permit time for daydreaming. Give children many opportunities to think and speak creatively, to manipulate, to explore, and to experiment. Write down the children's stories and ideas. Make a "book" out of sheets of paper that are stapled together. The child can draw a cover page. Write stories, songs and poems in each book. Read the stories back to the children often.

Social Development

Objective No. 1: SELF-IMAGE - Know physical self and natural interest in the body

Expected Performance	Activities
a) Self-identification	Have snapshots taken of all children. Hang snapshots on the wall or on the bulletin board. Paste picture of each child on a name tag that is pasted above the coat hook, or cut out magazine picture of a boy or a girl and paste on each child's name tag. Encourage children to identify themselves in snapshots and to talk about themselves. Have children look in a mirror and describe themselves. Let children role-play parts of mother, father, cowboy, etc. Give children a place of their own in the classroom: a locker with each child's name on it; coat hooks with individualized name tags; a shoe box to put personal possessions in;
b) Are interested in identifying and naming parts of body--arms, legs, hands, feet, head, fingers, toes, eyes, ears, nose, mouth	Teacher should be aware that clothing and appearance affect the self-image of children. Play games such as "Simon Says." Children can take turns being "Simon" and giving commands. Use singing games such as "Hokey Pokey" or "Looby Loo." Place large sheet of butcher paper on floor. The child lies on sheet of paper. Either the teacher or another child draws outline of child's body using marking pens or crayons. Child then gets up and uses marking pens or crayons or paints to draw in facial features, hair, clothes, etc. this can be done at beginning of school year and again at end to see how child's perception of self has changed and to see how much the child has grown. Cut up paper dolls. Have children re-assemble them. Collect different magazine pictures of body parts. Have children identify them. Acknowledge the fact that there are physical body differences in boys and girls. Make prints of hands using paint. have children make hand print or foot print in modeling dough which dries hard or in soft plaster of Paris which hardens.
c) Learn to associate parts of the body with functions, e.g., "I have two eyes and I see with them."	Trace outlines of hands and feet.

Social Development

Objective No. 2: SELF-IMAGE - Recognize, label and express emotions in acceptable ways

Expected Performance	Activities
a) Manifest such feelings as fear, anger, surprise, affection, happiness, sadness, and begins to label them verbally.	Using books and magazine pictures showing people manifesting different emotions, tell children about the pictures. In reading stories say something about how the characters feel. comment on how the children feel, such as "Bobby is sad because he misses his mother," or "Jane is angry because Sue grabbed her toy," thus giving the children labels for their feelings.
b) Learn to identify feelings as happy, sad, fearful, surprised, angry and find acceptable ways to express them.	Ask children to dramatize how they act when they are happy, sad, angry, surprised. Have children cut out magazine pictures of people showing different emotions and have them paste pictures on a large sheet of construction paper. Label the pictures for the children. Have children make angry, happy, sad faces while looking in a mirror.
c) Attempt to tell or show why they feel the way they do or what makes them feel sad, happy, fearful.	Using books and pictures with faces showing different emotions, ask children to tell how they think the person in the picture feels nd why they think the person feels that way. Play a guessing game such as "Does that person feel happy, sad, puzzled?" Why might they be feeling that way. Have children complete individual feeling books with open ended sentences such as "I feel sad when ___."

Social Development

Objective No. 3: SELF-IMAGE - Express themselves verbally in positive terms

Expected Performance	Activities
a) Are interested in verbalizing name and age.	Use children's names every time you speak to them. Encourage the children to say their own names and the names of the other children.
	Using manuscript form, write the children's names on all papers, pieces of art work, etc. Spell the names as you write them.
	Place name tags where the coats are hung, where art work is put.
	Use the names in songs where name substitutions can be made.
	Talk about the children's ages. When there is a birthday, have a small party in the school; one in which the child can have some special involvement such as putting frosting on the cupcakes or cookies.
b) Are aware of where they live.	Take walks in the neighborhood. Have children show where they live.
	Write each child's name on a large card. Under each name write each child's address. Pin cards on wall or bulletin board. Each day take down the cards and read them until the children are familiar with their full names and addresses.
c) Want to tell about the things they can do.	Display children's art work and anything they have built at the woodworking table. Let block towers and buildings stay up as long as possible.
	Give children the opportunity to verbalize about what they have done.
	Take snapshots or videos of the children climbing, riding trikes, throwing balls, playing with friends, feeding pets. Display the pictures where children can see them and talk about them.
	Bring objects from home to be displayed by children or a classmate of the week.

Social Development

Objective No. 4: SELF-IMAGE - Learn to express social self in positive terms in context of family

Expected Performance	Activities
a) Interested in nuclear family.	Have children draw pictures of family and relatives. Discuss pictures with children, having them verbalize who each member is. Note which member each child draws in greatest detail. Discuss how many sisters and/or brothers the children have. Ask what their names are. Use flannel board family.
b) Interested in expanded family (cousins, aunt, uncles, grandparents and communal family).	Interested in verbalizing about grandparents, cousins, etc. Set up role playing situations with dress-up clothes.
c) Enjoy verbalizing about where their place is in the family (relationship to parents and siblings and about the changing roles of different family members).	Have children paste cut-out paper outline figures of different family members on large sheet of construction paper to show structure of family. Larger size cut-outs for adult members of family, smaller figures cut out of tagboard for younger members of family. Print names of family members under each figure as each child tells you names. Set up dramatic play situations so children can have the opportunity to act out how they see roles of mother, father, siblings, etc. Emphasize child's own importance in the family.
d) Home ties are still paramount.	Parent involvement in the classroom: use parents as resource people and classroom volunteers to share their skills and interests.

Social Development

Objective No. 5: SELF-IMAGE - Express self in the context of the peer group

Expected Performance	Activities
a) Interested in friends at school.	To have children learn each other's names, have them sit on floor in an informal circle. Roll a ball to, or point to a child and have everyone sing. "I have a new friend whose name is Manuel." Roll a ball to , or point to the next child and have everyone sing, "I have a new friend whose name is ...". Take pictures of class group. Pin pictures on bulletin board where children can see them and talk about them.
b) Interested in friends away from school.	Have multi-ethnic pictures of children playing in parks, on city streets, in rural areas. Give children opportunities to talk about the pictures and to talk about what they do and who they play with when they are not at school.

Social Development

Objective No. 6: SELF-IMAGE - Learn to make friends

Expected Performance	Activities
a) Engage in parallel play with friends.	Use block play, doll play, sand box play to encourage socialization. Use rocking boat, table toys, outdoor equipment to encourage play.
b) Engage in associative play with friends.	(Block play, dramatic play, doll house.) Play games in which many children can participate, such as "Musical Chairs." "Looby Loo," or "Simon Says."
c) Engage in social dialogue and cooperative play with friends.	Cooperative building and cooking activities with social interchange involved. Include, games in which one child has a turn as a leader, such as "Follow the Leader." Make sure all children get a chance to be leader. Allow a large block of time each day for self selection. Have a well equipped dramatic play area. Change props in the area on a regular basis to promote new types of play.
d) Make special friends. Are possessive at times and discriminate against those outside the group.	Help children bring outsiders into their small play groups by suggesting, "Jimmy can be the milkman and deliver the milk to you." "Mary can saw another piece of wood while you hammer on that board."

Social Development

Objective No. 7: SELF-IMAGE - Express social selves in the context of their cultural group

Expected Performance	Activities
a) Enjoy identifying foods that are indigenous to their own culture.	Have pictures of foods that are characteristic of children's ethnic groups or cultures. At snack time or meal time, have children help prepare and serve some of these foods. For example, very young children can mix and roll out their own tortillas. Have a parent come in to cook a special food (lefse, fry bread, corn pone, etc.). Use parents as resource people to share skills and interests.
b) Understand some of the language and speech patterns indigenous to their culture.	Sing songs in the language of the children's ethnic groups. Read stories in those languages. Have conversations with the children in those languages. Use records. Have bilingual parents come to school and use the other language. Point out that there are many languages in the world. Use books, records, etc., to illustrate.
c) Interested in self in reference to race, religion, and culture.	Read stories about different kinds of people. Pin pictures on wall of people of different ethnic groups. have different types of puppets (brown, black). Do not stress values that may be in conflict with home values. Teach the children about our diversified cultural heritage. Celebrate the special holidays in the pre-school program. Use records with the music of the children's groups. Have parents come to school and show special clothing and tell about special customs.

Social Development

Objective No. 8: SELF-IMAGE - Explore community and observe the activities of people who live and work in the community

Expected Performances	Activities
a) Recognize familiar places and faces in neighborhoods where they live.	Take children on walks around neighborhood. Visit their homes and perhaps the teacher's home, too.
b) Recognize pictures of and verbalize about places visited.	Take children on visits to the fire stations, post office, library, museum, stores, shopping center, service station, neighborhood health clinic. Use pictures of community workers, read books about fire stations, firemen, supermarkets, doctors, policemen, etc. Have children build service stations, fire houses, farms, ranches, etc., using blocks and community worker dolls and puppets.
c) Engage in an activity which causes awareness of community, state, nation and the world.	Use the picture on the front page of the newspaper to discuss events happening in the world.

Social Development

Objective No. 1: SELF-MANAGEMENT - Learn how to cope with emotions

Expected Performance	Activities
a) Act our such feelings as anger, fear, surprise, joy impulsively.	Help children understand what their feelings are by labeling them and by helping channel them in an acceptable manner. Clay work, hammering, large motor activity, water play, art work are all acceptable ways of working off angry feelings. When reading, stop and discuss feelings of characters in stories. Use books such as Where the Wild Things Are, by Maurice Sendak. Let the children make-believe they are "the wild things."
b) Verbalize feelings. Relate feelings to their causes.	Set up dramatic play situations where the children act out feelings. Use dress-up clothes, puppets. Have children act like a ferocious lion, a timid kitten, a happy clown. Help children understand it is normal for them to feel the way they do by commenting, "It's OK to feel sad when you lose something or someone important to you" or "I know you are angry with Sue because she knocked down your block tower." Look at pictures with people portraying different emotions. Ask children why people may be feeling this way. Comment on and discuss acceptable ways people are using to deal with their feelings.
c) Interact appropriately with environment as they mature and gain personal-social experiences.	Encourage small groups of children to help plan the day's activities. When children are sharing something interesting they have done or seen with the group, the teacher can help prevent having a few children dominate the situation with a simple reminder such as, "You have told us about one thing, now another child needs a turn to tell us something."

Social Development

Objective No. 2: SELF-MANAGEMENT - Develop a sense of autonomy

Expected Performance	Activities
a) Develop independence in making own decisions and initiate own activities.	Help children to develop trust in themselves and in others by giving them warmth and understanding and helping them feel secure. Respect the statement, "I can do it myself." Play "I can do it myself" games. Let children demonstrate their ability to do such things as put on a jacket, put away toys, etc. Give children many choices throughout the day.
b) Help initiate activities as part of a small group.	Give children opportunities to make choices within limits. Give them the opportunity to be the leader of a small group activity such as leading the game "Simon Says." On the playground, put out jumping or lassoing ropes, balls, wheel toys, etc. Allow children opportunities to set up their own games.
c) Seek out new experiences independently. Request assistance from peers as well as adults when needed.	Respect children's desires to make choices but also give them the security of knowing that there are specific limits, that there are some rules that have to be enforced by adults,that the teacher will provide the guidance and security needed. Establish peer tutoring as part of classroom.

Social Development

Objective No. 3: SELF-MANAGEMENT - Share and take turns

Expected Performance	Activities
a) Grab, hoard, want to be first.	Set up parallel group play with each child using identical materials such as clay, puzzles, manipulative table toys.
	Provide duplicates of popular toys.
b) Develop patience in waiting their turn and in having gratification delayed.	Assure the child that turns will be taken with a statement such as, "A turn for you, too" or "I will call you for a turn soon." Or tell the children, "When the timer goes off it will be your turn."
	Use a simple game for learning to take turns. have four or five children wait while each one gets a turn to jump over a block or other flat toy.
	Substitute children's names in the nursery rhyme, "Jack be nimble, Jack be quick, Jack jump over the candle stick."
	Assure children their turn will come next or soon and make sure it does so they can develop trust.
	Set up a system of taking turns riding trikes, using paint easels, listening to records, etc.
	Write children's names on a list, hang it on the bulletin board and say, "Here is your name under Tommy's name. When Tommy finishes his turn, you get the next turn."
	Write children's names on board or list to let them know they will get a turn to help with the snacks, paint at the easel, etc.
c) Share with friends. Hoard less.	Let children know that while some materials and toys can be used by all children, others can be used by only a few children at one time.
	Allow children to help decide how many children can use certain equipment or materials at one time--such as how many children can use the block area
	Provide alternative activities for the other children.
d) Cooperate with others. Takes turns and share.	Set up small group activities, such as building a clubhouse together, helping to set up the classroom for a special activity, putting equipment away with the teacher lending guidance.

Social Development

Objective No. 4: SELF-MANAGEMENT - Learn to act with peers and with adults in accordance with the mores of the community and the culture

Expected Performance	Activities
a) Attempt to adjust to other children of their own age.	Provide guidance when the children are having difficulty interacting with others by giving suggestions for extending play such as, "Johnny can build the garage out of blocks while Susie and Louis wash the wooden trucks." Plan a balance of quiet and active group play since increased tension causes children at this age level to become over-excited. Help the children find suitable expressions for feelings and help channel those feelings with such expressions as, "I know you are very angry, but I can't let you hit Johnny."
b) Cooperate at times with others on a one-to-one basis, in large or small groups.	Provide some wooden crates and old wheels and have a small group of children build a vehicle, a car or truck, as a group project. Provide empty cartons or crates and some old blankets and have several children plan a clubhouse. Provide dress-up clothes, housekeeping furniture, other props to allow children to set up their own dramatic play situations. Give the children the opportunity to plan how they are going to go about accomplishing the projects.

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Social Development

Objective No. 5: SELF-MANAGEMENT - React to needs of others

Expected Performance	Activities
a) Interested in care and welfare of pets.	Have children care for a small pet. Feeding it and playing with it help the children become interested in another animate object. Bring in insects, worms, pine cones, flowers for the children to investigate and to help them appreciate the surrounding world. Take children on nature walks in the neighborhood--look for rocks, ants, lady bugs.
b) Recognize feelings in others that they have experienced.	Dramatic play helps children to act out feelings they are trying to understand.
c) Empathize with children who are sad or hurt. Express pleasure at other children's joy.	Give children opportunities for creative experiences and success. When they have a good self-image, they are secure enough to reach out and help others.

Social Development

Objective No. 6: SELF-MANAGEMENT - **Become concerned about such ethical values as honesty, fairness, respect for others**

Expected Performance	Activities
a) Behave in response to external control.	Let the children know what the limits are. Let children help establish limits. Model appropriate behavior.
b) Begin to differentiate the common good from the more egocentric one. Apply the sense of fairness to conflict situations.	Give children the freedom to make choices within limits. Allow children the opportunity to settle their own disputes with others when you feel it can be handled that way. Use problem solving or conflict resolution to teach children how to solve problems with others.

Physical Development

Objective No. 1: GROSS MOTOR DEVELOPMENT - Development of motor coordination of large muscles all under supervision.

Expected Performance	Activities
a) Walk, jump, run, dance, dig, crawl, slide, balance, tiptoe, using gross motor muscles.	Digging. Provide sturdy shovels and hoes for digging in sandbox or in digging area of yard. Have pails, muffin tins and plastic containers handy. Sliding. Can be set up indoors using large smooth board propped against a low chest or other sturdy piece of furniture. Walking, running, jumping, skipping. It is advisable to arrange for large empty areas for walking, running, jumping, skipping which is set aside for the kindergarten's use at a specified time. If outdoor space is adjacent to indoor play space, some of the equipment that is movable can be used indoors or outdoors. Play games where children stop and change directions while running. Crawling. For crawling experiences use large packing boxes with tunnels cut through them. Place two or three cartons with tunnel openings in a row. Children can crawl in a straight line and back. Separate boxes. Children can crawl around one box and through another. Jumping. Games that have children jump over a small object such as "Jack (use the children's names) be nimble, Jack be quick, Jack jump over the candlestick." Have two children hold a rope a few inches above ground. Children take turns jumping over the rope. Low steps are good for jumping off as well as climbing up and down. A jumping board can be propped on a step with another support at the other end. Children can jump over child size hurdles, 6-12 inches. Balance. Practice walking on a balance beam placed on the floor, pretend to be a stork and stand on one foot.
b) Ride wheel toys, climb.	Provide wheel toys such as tricycles, wagons, pedal cars and tractors, wheelbarrows, scooterboards. If there is ample space, tricycles can sometimes be used indoors. If there aren't enough wheel toys to go around, a system of taking turns has to be established. Let children know that when they ride down to the fence and back again or when they have pedaled around the allotted concrete path three times, then the other children get a turn on the wheel toy. Provide wheels, wooden boards, axles, cardboard boxes, barrels, woodworking tools so children can improvise their own wheel toys.

For dramatic play with wheel toys, furnish air pumps, hoses (for pumping "gas"), rags, traffic signs, hats, whistles, used license plates.

A jungle gym encourages climbing as well as fantasy play - it can be a fortress, a rocket ship, a house. Low stumps of varying heights can be used for climbing.

Large sewer tiles can be placed in the yard for climbing on and crawling through.

c) Hop, skip, gallop, jump rope and climb with greater coordination of gross motor muscles.

While walking with children, vary the walking steps by hopping on one leg, skipping, galloping like a pony. "Walk quickly, walk slowly, walk on tiptoes." "How many different ways can you walk?"

Rope jumping (6' long length of clothesline rope). Hold at each end. Move rope on ground from side to side as children jump over the "wriggling snake," first with two feet together and then alternating feet.

Tires can be hung from tree limbs to be used as swings.

Inner tubes can be used for bouncing on, rolling, jumping into the center.

Children can do parachute activities by holding parachutes taut in circle, move in circle to left, hop, skip, gallop while holding on to parachute, bounce ball on parachute, run under parachute.

Physical Development

Objective No. 2: GROSS MOTOR DEVELOPMENT - Develop laterality.

Expected Performance	Activities
a) Differentiate one side of body from the other.	A balance board can be used for body coordination and control. Children can walk forward, backward, sideways, with arms out, with arms at sides, blindfolded. Right arm can be raised as right foot is put forward, left arm raised when left foot steps forward on balance board. (The children learn to shift their balance from one side of the body to the other to maintain stability.) Lines or tapes on floor can be used for beginning activities.
b) Show a preference for handedness.	Hand preferences are usually established early and it is not advisable to encourage children to change preferred hand use. Be aware of opportunities to place toys, implements, etc., in a neutral spot where children can use either hand. Give them maximum chance to establish this handedness themselves. If they show no preference, do not determine this for them. Continue to observe children for this preference. If children show a preference for their left hand, suggest that they hold their pencil or crayon so that it points to their left shoulder in order to prevent their writing or coloring in a cramped position. Provide left-handed scissors for cutting projects.
c) Begin to know right hand from left hand.	Bean bag and target game: Use a 3" high box with a hole cut in it. Give children a bean bag and ask, "Can you throw the bean bag into the hole with your right hand, with you left hand?" Give children a ball or milk carton and ask, "Can you kick the ball with your right foot, with you left foot?" Sing fingerplays and songs which include left and right (Hokey Pokey).

Physical Development

Objective No. 3: GROSS MOTOR DEVELOPMENT - Orient themselves in space.

Expected Performance	Activities
a) Identify body parts	Play games such as "Simon Says", "Head, Shoulders, Knees and Toes", to teach body parts.
b) Identify body position in space.	Large muscle activities help a child become aware of spatial relationships. Verbalize what they are doing - they are crawling through a tunnel, going up a ladder, swinging higher and higher, coming down a slide, pedaling the tricycle around the tree, reaching way up to the ceiling.
c) Recognize the relations of different parts of body to each other and to external objects.	As the children swing, climb, jump, run, stretch, roll, throw, catch, kick, they are learning how their bodies can move in terms of the qualities of speed (quickly, slowly) force (heavy, light), what their bodies can do in terms of skills, and where their bodies can move in terms of direction. Suggestions that help set children in motion: "Can you find a different way of moving on your feet other than walking or running (skipping, hopping, galloping, etc.)?" "Can you vary the speed (walk quickly, slowly)?" "Can you combine different ways of moving (running, jumping, rolling, balancing)?" "Can you use different parts of your body to bounce the ball?" "Can you move backward or sideways?"
d) Recognize different possible body movements that can be made through creative rhythms.	Creative rhythms, using taps on a drum to change tempo, are helpful. Encourage children to move in their own way. Adding props such as streamers, or ribbons encourages creative movement.
e) Develop awareness of personal space.	Children move around the room without touching anyone (forward, backward, jumping, running etc.)

Physical Development

Objective No. 1: FINE MOTOR DEVELOPMENT - Develop eye-hand coordination.

Expected Performance	Activities
a) Hammer, catch and throw randomly. Handle large blocks and large manipulative toys.	Set out heavy cardboard cartons or pieces of styrofoam at least 2" thick, for hammering nails into. They are less resistant than wood and the children who are just learning how to use a hammer will experience greater success. Provide small pounding benches, logs, with wooden mallets. Throw a bean bag to children, have them catch it and throw it back. For a bean bag game, place a back board that has several round holes cut into it on the ground. Children can take turns throwing a bean bag through one of the holes. Use large balls such as beach balls for throwing and catching experiences. Set up an area for block play that is away from traffic patterns. Provide ample space. The shelves for the blocks should be low enough for children to reach. Small cars, trucks, wooden or rubber animals and people, boxes, boards, steering wheels, traffic signs, gas pumps, airplanes, trains, etc. may be included in block area to encourage building activities. Large hollow blocks and unit blocks are recommended for this age level. Provide opportunities to work with large wooden or masonite puzzles. Water pouring and sand digging are recommended activities for developing eye-hand coordination.
b) Catch and aim and throw more accurately. Hammer nail into board, saw, use screwdriver and pliers.	Provide lightweight balls in both medium and large sizes for bouncing and throwing. Hang a basket on a clothes line or makes x's on a wall. Let children choose the distance away from the target to stand. For woodworking, use a carpenter's workbench or a sturdy wooden table cut to the correct height. Low sawhorses with vises can be used for sawing. Provide hammers, saws, screwdrivers, pliers, hand drills. Tools should be real ones as toy tools are disappointing because they don't work. Mount a large peg board near woodworking table. Add sturdy hooks for the tools to be hung on. Outline the shapes of the tools on the board to make storage easier.

Allow the children to investigate how it feels to bang a nail into the wood, how it feels to get two pieces of wood joined together, how it feels to saw a length of board in half.

The woodworking area should be closely supervised when it is in use.

c) Handle small blocks and manipulative toys.

Provide one-inch colored blocks and parquetry squares for building and making designs. Introduce more complicated puzzles such as ones with geometric designs. (Make sure these are placed at a safe distance from the carpentry section.)

Buttons, empty spools, bottle caps and aluminum washers can be set out in containers for manipulative use such as stacking, sorting, balancing on balance scale. Nuts and bolts of many sizes to join.

Physical Development

Objective No. 2: FINE MOTOR DEVELOPMENT - Develop finger dexterity.

Expected Performance	Activities
a) Scribble, paint and color randomly.	Provide large crayons and sheets of newsprint or plain manila paper for coloring. Place crayons and papers on low shelves where children can get at them easily. Place large sheets of plastic or oilcloth, or spread newspapers under paint easels. Put paint in empty half-pint cartons or baby foot jars. For table painting, spread newspapers or plastic sheeting on tables. Use 1" brushes with round or flat handles. A bucket can be placed close to the paint area for washing paint off hands. Add some soap flakes to water and some egg beaters so children can beat up their own soapsuds. Other art activities to be included - finger painting, collages, modeling with clay, etc.
b) Cut with scissors, turn pages of a book, hold pencil for writing, screw nuts on and off bolts, sew with needle.	Show children how to use scissors and let them cut pieces of paper at random. Provide old magazines and catalogs for cutting pictures out. Children can cut pictures that emphasize a specific concept such as things we wear, foods we eat, pictures with a certain color or shape. Pieces of fabric can be cut to be used for collages. Have children tear paper into different shapes. Snowflakes: Have children fold an 8" square piece of white paper in half and then in half again and tear or cut pieces off the four corners. Open up and paste on sheet of blue paper for snowflake effect. Provide kindergarten type pencils and unlined paper for writing experiences. Set out busy boards for experiences with screwing nuts on and off bolts, opening and shutting latches. Place several varying size jars on a tray. Have children remove and replace lids on jars. Place book on a low shelf or table. Change display books often so that children are exposed to many different books. Set up a library system so that children may check out a book and take it home to read and share with the family. Put a piece of fabric in an embroidery hoop so that it is held tautly and have children sew using blunt tipped needle and embroidery thread or yarn. Crewel-type needle may be used with styrofoam meat trays or gutter wire (large meshed screen).

c) Draw a progression of geometric figures such as cross lines, circle, square, triangle. Draw simple outline figures - such as completing figure of a man.	Geometrically shaped objects such as small blocks or cookie cutters can be used for making patterns in Play Dough or clay for dipping into thick paint for printing. Draw part of a circle of part of triangle and have children complete the shape. Set out crayons or pencils and paper for free-hand drawings of shapes. Cut-up straws, yarn, pipe cleaners can be used for shape collages. Ask children to draw a picture of themselves, their mother, or other people who are close to them.
d) Lace and tie shoes, button and zip coat.	Make lacing cards by punching holes into cardboard with a hole puncher. Children can lace the cards with yarn and a blunt yarn needle or with a shoe lace. Have children practice tying shoes. Take a piece of cloth 12" long and 3" wide. Fold strip over from one end of the length to the other. On the top of the length make three large buttonholes. Sew buttons underneath so children can button the bottom strip to the other. Sew a zipper onto a heavy fabric so children can practice opening and closing zipper.

Intellectual Development

Objective No. 1: COMMUNICATION - Learn the concepts that underlie words.

Expected Performance	Activities
a) Manipulate objects in their environments, observe activities, listen to stories--learning that word concepts are associated with what is seen,done, heard.	Active physical involvement helps children develop language skills. Indoors and outdoors give verbal descriptions (mediation) of what the children are doing: "Eddie is cutting the red paper." "Rosie is walking on the balance board." After children have learned basic speech patterns, add other concepts such as "Rosie is walking forward on the balance board." "Eddie is cutting square shapes." Take pictures of children involved in activities. Discuss the pictures, using the action verbs associated with each picture.
b) Describe their own observations, manipulations, feelings.	Use a tape recorder to record children's descriptions of an event or how they feel about something. Let them listen to the tape.
c) Learn various language patterns through songs, poems and literature.	When telling a story use props or pictures that illustrate it. When reading to children, sit on the floor or in low chair and hold book open so all children can see the pictures that are associated with the words. Provide opportunities for children to enjoy good literature which would include a variety of styles and subject matter. It is helpful if the books had large clear illustrations and the stories were brief with simple plots, however, whenever possible open new vistas. Write their "stories" down in their own books so they can see that there are word pictures of what they have said and that their language can be saved for future reference when it is written down.

Intellectual Development

Objective No. 2: COMMUNICATION - Learn to use language as a social tool.

Expected Performance	Activities
a) Communicate needs and desires in a variety of situations.	Provide opportunities for verbalizing. Ask leading questions such as "Tell me about it." Listen attentively to what the child has to say. Respond to questions. Provide opportunities for dramatic play as a way of helping children express their ideas and feelings in words as well as actions. Toy telephones and puppets are excellent for helping shy children communicate.
b) Verbally relate to others in the sharing of materials, books, toys, equipment, and ideas.	Verbal interaction is fostered as children role-play in housekeeping corner, as they build together in the block area, as they rock on the rocking boat or dig in the sand box and during meal times. Small group games such as Lotto Games or Fishing Games encourage verbal interaction.
c) Express awareness of and concern for others.	Help children feel secure and satisfied with themselves. As they develop a feeling of acceptance for themselves, it will be easier for them to feel acceptance and good will for others. Improve understanding and appreciation of others by teaching about different people, different cultures. Use books that depict the everyday life experiences of children in other types of communities as well as in other countries. Develop an understanding of varying capabilities of the handicapped. Use pictures, slides, exhibit items, books and movies that show people in other cultures and other lands as human beings. Help children understand that people everywhere are basically alike. They need food, shelter, clothing and the companionship of other human beings even though the way they satisfy these needs differ. Help children understand that the foods eaten, the clothes worn, the music listened to, the art created, the holidays celebrated may vary from culture to culture.

Intellectual Development

Objective No. 3: COMMUNICATION - Learn to use language spontaneously and expressively, using verbal and non-verbal language.

Expected Performance	Activities
a) Express feelings and desires with words and gestures. Need to have vocabulary for talking about own emotions and learn to deal with them in constructive ways.	Use songs, rhymes and finger plays with gesture to encourage expressive language. Use poems and limericks that show words can be used for fun and enjoyment. Use pictures of people expressing different emotions and communicating non verbally.
b) Play with words, use silly language. Talk freely about feelings and experiences.	Encourage children to do characterizations of clowns or animals - the way they think they walk and sound. Have them do characterizations of abstract things like a siren, the wind blowing, the rain falling.
c) Create own dialogue and gesture while role-playing or participating in dramatic play.	Use unfinished stories. Read or create a short story. Children can assume the roles of the different characters and finish the story. This may be repeated with different children playing the different characters. Set up "puppet stage." Provide puppets so children can act out with them. (They need guidance in using puppets beyond the 'wham-bam' stage.)

Objective No. 4: COMMUNICATION - Learn to use more precise language.

Expanded Performance	Activities
a) Use precise language to develop complete thoughts.	Use complete sentences so that a model is provided for the children. If children ask "What's this?" answer with an accurate, complete sentence, "This is a magnet." Also try to include a category or classification in the sentence, "That animal is a dog," "That color is green."
b) Use more complex sentences.	If children say something incorrectly, instead of correcting them with a negative statement such as, "We don't say it that way," repeat the statement back to them using Standard English grammatical structure and extending the thought, so the children are given a model without being discouraged by a direct correction.
c) Engage in socialized speech in which they and other children speak and respond to one another. Use pronouns such as "I, you, he, she, we, they" appropriately.	Organize most activities so that children can work in small groups or on a one-to-one ratio with an adult, thereby giving them more opportunity to interact verbally with someone else.

Intellectual Development

Objective No. 5: COMMUNICATION - Develop listening skills.

Expected Performance	Activities
a) Learn to listen as a participant, take turns in small group discussions and conversations in the different play areas - block, socio-dramatic play, art, etc.	Take turns in small group discussions, when talking about events that are occurring in the class, when playing.
b) Listen appreciatively to stories, poems, records, conversations.	Read books aloud to children that are appropriate for their background experience with books. Read with a well-modulated natural tone of voice which carries well enough to be heard by all the children in the group. Reading aloud must be a powerful experience. Some children are not capable of listening effectively in a large group. These children need to be read to in a small group or even individually. Parents, older children and volunteers are ideal for this. Use interesting objects and pictures to help gain attention. Make sure story or record is within the children's attention span. Have children use a set of headphones when they want to listen to a record or tape by themselves.
c) Children would be able to follow 2-5 step directions.	Play Listen Games. Say, "Listen very carefully to what I say. Do what I say, not what I do." Then put your hands on your hips and say, "Put your hands on your head." Continue with other verbal directions that are different from what you are doing.
d) Attend to sounds that are familiar.	Help children develop an awareness of sounds. Go for a "listening walk." Have them listen to the sounds of nature, of the traffic, of other human beings.
e) Listen analytically - analyze what is heard and interpret it in terms of own knowledge and experience.	Tape record some of these sounds and have children discuss what they are. Have children analyze the sounds they hear, "Is this sound loud or soft?" "Is the music happy or sad?"

Intellectual Development

Objective No. 6: COMMUNICATION - Feel secure about asking questions.

Expected Performance	Activities
a) Asks simple how, what, where, why questions.	Answer questions with complete sentences. Try to involve children actively and physically in what you are trying to explain to them. Let the children see, feel, put together, take apart, smell and taste. The objects that are part of the learning experience.
b) Seek out and acquire information.	When children ask questions that require some research, suggest, "Let's look it up in a book together." Place books around the room that are of current interest to the children. They should be on low racks where children can easily handle them. Mount pictures that are of current interest on wall or bulletin board at level where children can see them and talk about them. When children's questions reflect an interest in a certain area (animals, transportation, nature, food, people, etc.) bring in materials pertinent to those interests. For example, set up a "nature" table with rocks, birds' nests, or a transportation display with small cars, trucks, airplanes, etc.
c) Ask questions that require extended answers by avoiding questions that get yes/no or one word responses. (ex. When pointing to a picture in a book ask, "What can you tell me about this animal.")	Set out materials that are related to the specific learning experience. Use objects, pictures, books so that the objects can be manipulated, the pictures looked at and the books studied for further answers. Help children think things through by asking such questions as, "And how do you think this can be done?" Go with the child to the book to find out.

Intellectual Development

Objective No. 1: PERCEPTION - Learn to discriminate visually. (Visual)

Expected Performance	Activities
a) Discriminate colors, objects, shapes, tools, leaves, keys, kitchen or writing utensils and other objects with minor differences.	Set up activities that help children perceive likenesses and differences in color, shape, and size. Color. Give children a small color cube or square of colored felt. Have them find an object in the room that has the same color. Play Color Lotto Game, Color Fishing Game. Call out the color of an item of clothing. Ask all children who are wearing something that color to stand up. During transition times, use directions calling for color acuity. "All children wearing blue shirts may put their books away. "All children wearing white socks may wash their hands." Shape. Go for a shape walk. Have children observe and name the shapes they see. Shape Lotto Game. Shape sorting - use table top building blocks that come in various shapes. Place masking tape shape outlines on floor or table. Have children sort shaped blocks or flannel cut-outs into correct outline area. Hammer nails at 1" intervals over surface of plywood board. The children can create shapes on geoboards by stretching rubber bands over the nails. Combine color and shape discrimination. Make traffic signs. On a stick have them nail or staple three circles cut out of construction paper - the top circle red for the "stop" light, the middle circle yellow for the "warning" light and the bottom circle green for the "go" light. Make a stop sign - octagon-shaped red paper with "stop" lettered with white paint. Railroad warning sign - yellow circle with black cross bars and RR painted on it. The children can carry their signs as they go for a walk and observe traffic signs. Safety in crossing streets can be discussed. They can be used in their socio-dramatic play. Objects. Have children look around and name all the things they can see. Put a blindfold on them and ask them to bring certain objects to you. Can they find them easily?

b) Discriminate parts of a picture or of a puzzle or of a toy.	Use commercially-made or homemade puzzles. For homemade puzzles use cardboard, masonite, plywood, or thin foam rubber. A jig saw will be necessary to cut the masonite or plywood. Paint different colors or paste magazine pictures on and cut out in different shapes so children can solve puzzles on the basis of form, color and contour. Children can draw or paint a picture on heavy paper. Cut it into three parts. Have children put picture together. Wall paper shapes may be made into pieces.
c) Discriminate that the printed word might be related to a concrete object in the environment.	Hang signs in different areas of classroom. Sign saying, "Blocks" in the block area, "Books" in the reading area, "Paints" in the painting area. Paste labels on different objects. Read the labels to the child as they are handling or looking at the object, so that they begin to relate the written word to the object.
d) Discriminate distance.	Point out how distance is shown in a picture by having the objects that are further away with less detail, smaller, and grayer in color, and the objects that are in foreground with more detail, larger, and brighter in color.

Intellectual Development

Objective No. 2: PERCEPTION - Learn to discriminate sounds, tones, rhythms, directions of sounds. (auditory)

Expected Performances	Activities
a) Identify and associate specific sounds with people, animals, objects.	Take children to a pet shop, a zoo, a farm where they can see different kinds of animals and listen to the sounds they make. If possible, tape records these sounds. Tape sounds of the children's voices as they imitate various human sounds - laughing, singing, crying, shouting, whispering. Take a listening walk to hear the sounds of nature, of traffic, even the sound of their heels tapping on the sidewalk. Take a tape recorder along and tape these sounds. Have children listen and guess the sounds and voices they hear on the tape. Use songs that stress animal sounds. Ask children to cover their ears with their hands and watch as you talk softly to them. Do they know what you said? Why or why not? Set up a screen and behind it produce sounds that the children are familiar with (bells ringing, fingers snapping, whistling). Have them identify each sound.
b) Identify and repeat various rhythms. Discriminate which direction a sound comes from.	Music helps children develop an awareness of sounds and rhythms. Provide many opportunities for singing and for listening to and playing with musical instruments. Expose the children to songs that are melodious and rhythmic and yet brief and simple. Select songs that are within their voice range (from Middle C to C or E). Use rhythm instruments - drums, cymbals, rattles, bells, wood blocks, triangles, tambourines. introduce them a few at a time and have children explore the different sounds and rhythmic patterns that can be produced. When children are familiar with instruments have them identify the various instruments through sounds alone. Have children repeat hand clapping rhythms. Ask them to close their eyes and listen as you clap your hands several times. Ask them to "Clap just as I did." Vary this by clapping in different rhythms. Children can clap and stomp their own names.

Suggested claps:
Three loud claps, pause, 2 loud claps. Stamp feet in similar rhythmic patterns and have children stamp their feet in the same pattern.

Clap hands and snap fingers in a rhythmic pattern and have children imitate.

Using drums and sticks, cymbals or wooden blocks produce a simple rhythmic pattern. Ask children to repeat the pattern.

c) Discriminate tonal differences such as pitch, duration, intensity. Associate auditory sounds with visual symbols. Discriminate differences between letter sounds of the scale.(Caution, only if children have reached the appropriate developmental stage.)

Encourage children to play the rhythm instruments with different shading - louder/softer, with different tempos - faster/slower.

Have them play the song as it would sound coming nearer; as it would sound if it was far away.

Provide a stethoscope so the rhythm of the heart beat can be listened to.

Have children match the sound of the alphabet letter to the visual symbol on a board or on a paper or in a book.

Intellectual Development

Objective No. 3: PERCEPTION - Learn to identify various tastes and flavors. (taste)

Expected Performance	Activities
a) Identify foods that are salty, sweet, bitter, tart.	Set out cups with samples of various foods. Have children taste each food and tell what it is. (Suggested foods--salt, sugar, raw carrots, celery, banana, apple, lemon, orange, turnip, water, grapefruit.) Have children identify if food is salty, sweet, bitter or tart. Have them try tasting the foods on different areas of their tongues. Drill a hole in the bottom of a coconut. Pour out liquid into paper cups. Have children taste the liquid. Let children have turns cracking the coconut open with a hammer. Give each child a piece of the meat to taste. Set out dishes of commercially prepared shredded coconut, coconut candy and coconut cookies.
b) Names of foods according to taste or flavor.	Discuss food that is served at snack time or lunch time. Talk about what the food is, where it comes from, its texture, smell, temperature (hot, warm, cold), color, shape. Let children help in the preparation of the food and in the serving of the food.

Intellectual Development

Objective No. 4: PERCEPTION - Learn to identify various odors. (olfactory)

Expected Performance	Activities
a) Identify odors.	Walk outdoors after a spring rain. Have children notice the fresh, clean smell of the grass and the smell of the flowers. Have them notice the odors of food cooking in the kitchen, of paper or of wood burning.
b) Recognize and label familiar and harmful odors - such as food odors, smoke, gaseous odors, perfumes.	Fill small pill bottles or film containers with each of the following: coffee, chili powder, garlic, cinnamon, onion, vinegar, flavorings, chocolate syrup. Have children close their eyes. Have them smell the bottles held in front of them and identify what it is. Let them taste each.
c) Associate odors with their sources.	Use the following experiment to show children how closely associated the senses of smell and taste are. Ask children to hold their noses. Put two drops of lemon juice and two drops of orange juice on their tongues. Ask if they can tell which each was. At meal times, discuss the odors of the foods that are being served. Try to serve foods that have distinctive odors such as broccoli, peanut butter, chocolate pudding, pickles.

Intellectual Development

Objective No. 5 - PERCEPTION - Recognize and identify by touch various objects, different shapes heat differences, smoothness, roughness, hardness, softness. (tactile and kinesthetic)

Expected Performance	Activities
a) Distinguish shapes and sizes by touch.	Set an array of objects of different shapes and sizes on a table. Use pieces from shape puzzles, geometric blocks, small round or square boxes, round rolls of tape, paper plates. After children have a chance to manipulate them and discuss their shapes and sizes, have children close their eyes and take one article from the table and describe it. If necessary, ask questions such as, "Is it square (or round or large or small)? Objects such as pencils, candles, nails and identify by touch. Use sand, clay, wood with different grains for tactile experiences.
b) Distinguish heat differences (which is hotter, which is colder). Distinguish smoothness, roughness, softness of objects.	At meal time discuss the temperature of the various foods served. Serve hot chocolate, hot buttered toast, ice cream, homemade popsicles. Make a scrapbook with samples of fabrics or have a drapery shop or carpet shop donate some of its old sample books. Discuss the textures with the children. Have children close their eyes. Tell them to touch the cloth or run their hands across it and tell how it feels. If necessary, ask "Is it rough; is it smooth, is it embossed, etc.?"
c) Identify an object or distinguish its texture using only the modality of touch.	Cut a hole in top of a shoe box. Hole should be large enough for children's hands to fit into. Place several familiar objects inside box. Have children insert hands, feel object and identify it. (Cloth bags with drawstrings can also be used.) After children have identified the object, have them remove it from box or bag to see if they were right. Have children learn they can feel things with their feet as well as their hands. Have them walk barefoot in mud, sand, water.

Intellectual Development

Objective No. 1: COLOR RECOGNITION - Gain familiarity with colors and their names.

Expected Performance	Activities
a) Match objects of same color.	Color matching game: Use color cubes, color plastic discs or poker chips, colored pipe cleaners, construction paper. Place red objects on red paper. Tell children all objects have one characteristic in common. Figure out what that is. In this case ask them to find other items in the room that are the same color. Have children gain experiences with the basic colors through use of paints, crayons, felt pens, colored construction paper, colored paddles, colored chalk, colored cubes, colored felt pieces.
b) Identify and name colors. Later, label with color words.	Color Lotto Game for small groups: Paste or tape 3" squares of colored felt on 9" square piece of hardboard so that each board has 9 colors on it (red, green, purple, yellow, brown, white, blue, black, orange). Set up four boards. Arrange colors on each board in a different way. From a stack of colored felt squares give children a felt square, say the name of the color and ask children to find a square on the board that is the same color. When they do, they cover the square with felt. Repeat until all squares on the board are covered. Using poster board in each of the colors, cut out 3" circles. Staple each colored circle to a popsicle stick. Hold up one at a time sing "Lollipop, lollipop, who will buy my lollipop? What color is it?" Let different children hold the lollipop. Color Fishing Game. Fish are cut out of colored construction paper. Staple a metal clip to each fish. For fishing rod attach an 18" string to a pencil and tie a magnet to the end of the string. As children catch a "fish" they call out the color. Use one color at a time. One day paint an easel with green paint. Serve green vegetables. Next day finger paint with yellow paint. Reinforce by serving yellow foods. On "orange day" have children cut and paste with orange paper. Serve oranges, orange juice, etc. on that day. On "purple day" grate purple crayons and spread between two sheets of wax paper. Serve purple plums or grapes. On "white day" whip up Ivory Flakes and use as finger paint on table tops. Serve white milk, white bread, vanilla ice cream for the edibles. Try to wear something that includes the color (have some available for those who forget or who do not own something with that color).

c) Combine two primary colors to create secondary color. Extend to mixing other colors and drawing conclusions.

On moistened finger place paint on paper plate two dabs of tempera, one each of a primary color. Have children mix tempera dabs and see what happens. Similarly blend finger paints.

At easel set out two containers of tempera using two of the primary colors. Color paddles - have children place one paddle over another to see which new color is created. Using a primary color of tempera, finger paint to chalk, let children create new tints by adding varying amounts of white to their productions. Let them create shades by adding black.

Intellectual Development

Objective No. 1: SHAPE RECOGNITION - Learn geometric shapes.

Expected Performance	Activities
a) Match shapes - such as circles, squares, triangles, diamonds. Use three-dimensional manipulatives.	Cut out construction paper shapes. Have children sort shapes into groups, all circles, all squares, all triangles, etc. Make large geometric shape outlines on floor using masking tape. Have children walk around the shape, sit inside it, jump in it, lie down in it.
b) Identify and label shapes. Classify circles, squares, triangles, etc. by name.	Fishing game with shapes - 3" piece of cardboard cut into geometric shapes with paper clip stapled onto center of each. Make sure all the children have opportunities to fish. Cut potatoes and sponges into various shapes. Dip in flat containers of thick paint to make prints of geometric patterns. Give children 3" cut-out semicircles and have them form circles; quarter circles to make circles. Have them reassemble squares that have been cut diagonally.
c) Pick out objects in their environment that have same shapes as specific shape being worked with.	Put out toys that exemplify shapes that are being taught so that the children can discover circles in wheels, mirrors, roll of tape; squares or rectangles in books, boxes, blocks, window frames, door frames; triangles in blocks, cookie cutters. Ask children to discover rectangles in the room - windows, doors, table tops, blocks. Ask them to discover rectangles outside - a truck, a house, a large building. Circles inside - mirrors, round blocks - and circles outside - balls, the sun, the moon - can also be discovered. Set out pipe cleaners. Have children construct various geometric shapes. Then have them see how many changes are necessary to change the shape of the pipe cleaners from a square to a triangle, from a triangle to a diamond. Display star quilts. Make a star using diamonds. Make Christmas tree using triangles. Roll out cookie dough and have children cut dough into shapes with cookie cutters. Bake and eat. Have children make their own circle-shaped tortillas, patting or rolling out their own tortillas.

d) Verbalize the characteristics of the different shapes.	Have children describe shapes. Set out straws or toothpicks. Put three together so they make a triangle. Ask the closed question "Who can tell me the name of this shape?" Then have children make their own triangles and say, "I have a triangle; it has three sides." Repeat with four straws or toothpicks making a square.

Intellectual Development

Objective No. 1: READING - Learn that reading is everywhere - environmental print.

Expected Performance	Activities
a) Learn to associate signs with words.	Locate words in the environment, i.e., local fast foods, IGA, gas, stop, no parking, exit, library. Students illustrate these words. Play a matching game in which students match pictures with words.
b) Learn that the names of objects can be written and read.	Label things in the classroom, i.e., wall, cubbies, door, coat closet. Display name cards on bulletin boards.
c) Learn to identify and read the first names of the children in the class.	Give other name cards to children and match with cards on bulletin boards. Mail boxes. Children take attendance by removing name cards from the card holder. Children read names of those absent and those present.
d) Learn to read survival words.	Locate and read survival words such as boys, girls, men, women, exit, stop, danger. Illustrate these words.
e) Learn to enjoy books.	Read to the children DAILY. Provide time each day for children to look at books and magazines.

Intellectual Development

Objective No. 2: READING - Learn that reading is language written down.

Expected Performance	Activities
a) Learn that oral language can be written down and read back.	Discuss an event. Chart it using the students' language. Display on wall. Reread the story with students. Duplicate story. Cut into sentences. Students arrange to reform story. Duplicate sentences. Cut into words, Rebuild into sentences. Students write and illustrate own stories. Students read each others' stories. Place students' stories in classroom library.

Intellectual Development

Objective No. 3: CHILDREN AS AUTHORS - Learn to create own books.

Expected Performance	Activities
a) Express ideas orally.	Make a trip to a supermarket, zoo, fire station. Discuss the trip.
b) Understand that words can be verbalized, written and read.	Chart a story with a group of children. The teacher writes the story as the students express their ideas verbally. Each child draws a picture to accompany the story.
c) Learn the responsibilities of authorship.	Make simple books consisting of pages stapled together with construction paper cover - maybe in an appropriate shape for the experience.
d) Learn to author and illustrate a story.	Children draw pictures and tell the teacher about the pictures. The teacher writes each child's story and reads it back with the child.
e) Learn simple bookbinding techniques.	Children make their own books through a simple bookbinding technique. Contact paper or cloth is used in the cover.
f) Books can be made about concepts being developed in class room. Shapes, animals, homes, family, This is Me books, etc.	

Intellectual Development

Objective No. 1: RELATIONAL CONCEPTS - Learn concepts of same/different.

Expected Performance	Activities
a) Match two objects that have one common attribute (such as color or shape).	Provide many opportunities for sorting. Place plastic containers next to small objects that are to be sorted. Container can have a specific color painted on it if objects are to be sorted according to color, or a felt pen drawing of a shape if objects are to be sorted according to shape. Objects for sorting can be poker chips, beads, small colored blocks, colored felt, flannel or construction paper cut into various shapes.
b) Categorize many objects that are of a class - nails, tools, envelopes, socks, kitchen utensils, writing implements, containers.	Take a pile of kitchen utensils and put into categories by what they are made of, uses, all of a kind together, etc.

Intellectual Development

Objective No. 2: RELATIONAL CONCEPTS - Learn concepts none/some/all.

Expected Performance	Activities
a) Recognize that a total absence of objects means none and total presence of objects means all.	Use songs, finger plays that convey concepts of all or none such as "Five Little Chickadees."
b) Understand the concept of one more and one less.	Provide for many experiences collecting and accumulating objects in containers or assembling them in stacks. After children enumerate things one at a time, they are able to perceive them in a collective sense.
c) Recognize that something may have been added to or removed from a total number of objects.	Develop concept of addition using plastic counting discs or poker chips. Develop the concept of one more than and one less than. Have children start with a stack of three discs. Hand out one more disc to add to the stack and have them count and see there are now four discs. Have them make two stacks of two. These are subsets. When joined together they make a set (addition). When children remove a subset, they can see they have the same number of discs started with (subtraction). Point out, "You had three discs, you added one more, and then you had four discs." "You took two discs away and you had two discs left."
d) Verbalize when none/some or all of a total number of objects is obtained.	Set up an area where children can pour water, rice, etc. from one container into another container. When one container has all of the water, have children distinguish that one container has all and the other has none of the water. When both containers are partly filled, have children distinguish that each container has some water. If you use food in your sand/water table be sure to save and re-use. Using one small and one large container, have children explore further. Ask, "How many times do you have to fill the small container and pour the water into the big one, to fill the big one?"

Intellectual Development

Objective No. 3: RELATIONAL CONCEPTS - Learn concepts of part/whole relationships.

Expected Performance	Activities
a) Structure parts into whole in working with puzzles.	Begin with simple puzzles that just have three or four pieces. As children become adept at putting puzzles together, add more complicated puzzles. When children are having difficulty with a puzzle, assist them by asking questions that help them figure out where the pieces go, such as, "Where does the head go? That's right, it logically goes on top of the body." Use terminology such as "logically" or "makes sense" when appropriate.
b) Create a new whole when given parts such as blocks, tinker toys, interlocking wooden pieces.	Using colored 1" blocks or parquetry blocks, create a simple design and have children duplicate the model with their blocks. Invite children to produce their own designs with blocks. Set out wooden beads in different shapes and colors. Encourage them to create their own patterns in stringing them and have them create some original shapes. Large block construction can be used to stimulate the imagination and contribute to dramatic play. To encourage creative block construction, add rubber animals and people, boxes, boards, small cars and trucks, airplanes, trains, etc. to block area.
c) Distinguish figure from ground in pictures.	Have children recognize letters or figures in drawings and books with figure and ground.

Intellectual Development

Objective No. 4: RELATIONAL CONCEPTS - Learn spatial relationships such as up/down, over/under, on/through, around/next to, near/far, close to/away from, left/right.

Expected Performance	Activities
a) Point to positions of objects when given a verbal stimulus.	Start with games or activities that involve the children's entire bodies. Provide a model for the children to follow as they hear the words. Lift your arms up as you tell children to lift their arms, put them down when you tell children to put them down. Or, hold a puppet and have puppet be the model. "Mr. Puppet says, 'walk around the table.'" "Mr. Puppet says, 'sit next to the wall.'" The games should be kept short. In giving verbal directions during the course of the day, emphasize key locational words; "Mary you may sit next to Rickey." "Jimmy you may be first to go outside."
b) Place objects in spatial positions when given verbal stimulus. Verbalize which is up, down, etc. Distinguish top from bottom, back from front, inside from outside.	Have children put chairs, tables, cartons, large blocks in a row. Play games that include verbal directions such as "Simon says walk through the door." "Step over the blocks." "Crawl under the table." "Crawl inside the box." "Hide in back of the box." "Stand on top of the chair." Have children take turns setting the table at snack or meal times so they can have experiences with such spatial relationships as putting the plates in the middle of the placemats, the spoons on the right side, the forks on the left side, the napkins under the forks.
c) Have some recognition of which is right hand, which is left hand.	Play games which emphasize right and left such as "Hokey-Pokey." Mark right hand with ribbon, tape, etc. Experiences with ball or bean bag (throw ball with right hand, left hand; kick with right foot, left foot.)

Intellectual Development

Objective No. 5: RELATIONAL CONCEPTS - Learn temporal relationships such as before/after, beginning/end, first/last/next.

Expected Performance	Activities
a) Associate activities and events with time periods of day.	Keep sequence of activities similar each day with quiet times following active times, outdoor times following indoor times. The children will learn the pattern of the schedule and know about when it's time to have their snacks, to go outdoors, to have a story read to them. Prepare children a few minutes before an activity will be changed with statements such as "After we finish painting we will have a snack."
b) Recognize and verbalize time sequences in a story or life situation, what comes first, what comes next, what is the beginning, what is the end.	Encourage children to talk about something they have done or seen, or to talk about a story they have heard. Try to ask children questions that will help them develop their ideas sequentially such as. "And what do you think happened after that?"
c) Understand what it means to be first/last/before/after.	Play games that require children to take turns. Keep group small so children do not have to wait more than just a few minutes for a turn. Let children know if their turn is first or last or before or after another child's turn. Games: Hopscotch, leap-frog, jump-rope, ball throw and catch, kick-the-stick, musical chairs. (The games should have few rules and should not be competitive.)
d) Begin to understand the relationship of yesterday, today, and tomorrow.	Discuss plans for tomorrow or what was done yesterday and plans for today. Show through calendar of activities what is today, all the tomorrows, and all the yesterdays.

Intellectual Development

Objective No. 6: RELATIONAL CONCEPTS - Learn concepts of distance such as near/far, close to/away from.

Expected Performance	Activities
a) Place objects close to or away from each other according to a verbal stimulus.	With Lotto Cards have children place two cards that match each other close together and cards that don't match away from each other. Verbalize concepts of near or far when children are working with different objects. Point out, "The truck is near the chair; the blocks are not near the wagon, they are far away."
b) Identify and verbalize whether objects are close to or far away from them.	Take children for a walk. Talk about what they see that is close to them, what they see that is far away. Large muscle activities offer experiences in concepts of distance. "Can you climb up to the top of the hill?" "Can you swing as high as that tree branch?" "Can you throw the ball as far as that fence?"
c) Abstract idea that certain places are close to home or school or far from home or school. This can also be done within the classroom.	Take children for walks in the neighborhood and on bus trips outside the immediate community so that they may gain some experiences with distances. Talk about how many corners they had to turn or how many streets they had to cross to get to where they were going. Field trips should be limited in number and be of good educational value by pre-planning and follow-up activities. Take pictures of places of interest in the community or use study prints of gas stations, shops, fire stations, etc. Have children arrange pictures on large sheets of paper on which an outline of the school has been drawn. Ask children to place the pictures according to where they visualize the places are in relation to the school. "Is this building close to the school or did you have to take a long walk?"

Intellectual Development

Objective No. 7: RELATIONAL CONCEPTS: Learn to make judgments concerning the quantity of a substance.

Expected Performance	Activities
a) Verbalize the idea of sameness.	Supply bottles of different sizes. Children pour one cupful of water into each bottle. Inquire if each bottle contains the same amount. Encourage reasons for their responses.
b) Make guesses and attempt to validate these through experimentation.	Have the children guess how many small boxes of sand will fill a drinking cup. Then have them perform the experiment to see if they were right.
c) Demonstrate an understanding of equal amounts.	Give children two equal balls of clay. Ask if the balls are of equal size. Have the children form each lump into a variety of shapes and then return to the ball form. Discuss with them that the amounts remain the same.

Intellectual Development

Objective No. 1: CLASSIFYING - Learn to classify on the basis of different categorical criteria.

Expected Performance	Activities
a) Match and sort according to one attribute such as color, shape, size in this progression of difficulty.	Use a set of kindergarten beads in two sizes, two shapes, and two colors. Make a model string using beads that are all of the same color (e.g. red). Have children copy the string by suggesting that all red beads be strung on their wire. Next make a model string using the second color. Follow this with a model string using beads that all have the same shape. Verbalize the name of the color or of the shape that is being used. Set up three plastic containers. Give children an assortment of three kinds of nuts (pecans, walnuts, peanuts). Put one of each kind in each container and have children sort the nuts according to the model in the container. Set up similar sorting games using poker chips or colored beads.
b) Match and sort according to more than one attribute. Identify common attributes of objects being categorized.	Set up a "color" table. Everything on it must be the same color. Children may bring in items to add to the collection. Use playing cards for matching colors, shapes, numbers. For experiences of sorting on the basis of color and shape, the following ideas are helpful: It can be a table with a) plastic, wood, metal or cloth b) rough or smooth c) purchase things that are alive or non-living Label plastic containers with a paper cut-out of shape in appropriate color or with a drawing made with a color crayon. Cut felt pieces in the colors and shapes called for, and have children sort and match according to the two criteria. To identify common attributes, place on table hammer and nail, ball and bat, cup and saucer, brush and paints or other items that go together. Have children identify them. Scramble the items and have children put them together. Ask why they go together.

c) Abstract several attributes in generalizing a classification or category.

Display books, pictures, toy models of animals.

Have children bring their pets to visit the school. Point out that all of these are animals but that some animals in the world are domestic animals (dogs, cats), some are farm animals (cows, horses, sheep, pigs), some are wild animals that live in cold regions (polar bears, seals), so that the children can become familiar with the concept of different classifications within a category. Some pets are birds, reptiles.

Have children find things in the room that go together. Ask them to find things we can write with and put them together (pencils, crayons, felt pens, chalk); things we clean the house with (brooms, mops, dustpans, sponges); things we build with, we eat with, etc.

Allow children to sort their own categories and verbalize their own ideas or reasons.

Intellectual Development

Objective No. 1: SEQUENCING - Learn seriation and sequencing.

Expected Performance	Activities
a) Place objects in a sequential order given a concrete criteria base, such as color and size. Count sequentially.	Patterning can be done with manipulative toys according to color, size, shape etc. Set out peg boards and pegs. On one board place pegs in a sequential color pattern (two red pegs, two blue pegs, two yellow pegs, etc.) and have children replicate the pattern on their boards. Verbalize the pattern if necessary. "Here are two red pegs and two blue pegs, etc." Allow plenty of space so children can extend pattern. Sing counting songs such as: "One-two buckle my shoe, three-four shut the door, five-six pick up sticks, seven-eight lay them straight, nine-ten the big fat hen."
b) Arrange ideas or objects within a developmental sequence or arrangement.	Using Cuisenaire rods, wooden dowels, stacking rings, or blocks, set up patterns that children can extend. Patterns can be set up according to the following ordering concepts: Largest to smallest, tallest to shortest, widest to narrowest. When children arrive at school, state: "This is the first day we come to school, (or the second day), this is the last day of this week that we come to school."
c) Verbalize the correct order of events.	Tell stories with a sequence of events and use flannel board and figures to be added to or taken from board as story progresses. Place pictures from left to right across the board. After children are familiar with stories place the felt figure shapes near the board and let them have experiences telling the stories as they place the figures on the board.

Intellectual Development

Objective No. 1: LEFT-TO-RIGHT SEQUENCING - Learns left-right sequencing.

Expected Performance	Activities
a) Follow left-to-right sequencing when telling about a series of three or four pictures.	Set up story pictures of nursery-rhyme cards that come in series of three. Tell the story or recite the rhyme in sequence. Scramble the cards and have children put them back in order as they tell the story or recite the rhyme.
b) Arrange a progressive series of numerals or pictures in left-to-right sequence.	Cut out or draw set of five or six pictures with first picture showing boy or girl waking up, second picture with children dressing, third picture with child brushing teeth, fourth picture with child eating breakfast, fifth with child going to school. Scramble pictures on table. Have children arrange pictures in a left-to-right sequence and tell story of what is happening. Help children arrange a series of numerals on flannel or magnetic board starting with one and progressing to ten, or a set of shapes starting with the smallest shape and progressing to the largest shape. Use verbal interaction.
c) Print or read letters of name in left-to-right sequence.	When children are ready, encourage them to print their names in upper left hand corner of papers so that they will become accustomed to looking first at that corner of a page when starting to read.

Intellectual Development

Objective No. 1: CHILDREN AND THEIR WORLD: Environmental Awareness
Become aware of themselves in relation to the natural forces of the environment.

Expected Performance	Activities
a) Show awareness of different types of weather. Know they need heavy clothing on a cold day and light clothing on a warm day.	Have children discuss boots, hats, mittens and jackets they wear on cold or snowy days, jackets and rainhats or raincoats they may wear on rainy days. Bring an umbrella to school. Take a few children at a time for a walk in rain under the umbrella. Talk about types of clothing worn in warm weather. Cut out large felt figures of boy and girl. Cut out felt shapes of different types of clothing. Have children put felt clothing on felt figure that is appropriate for the weather. Hang thermometer inside and outdoors. Children will notice changes in temperature as mercury goes higher or lower. Compare indoor and outdoor temperature. Use pictures that show the different seasons; spring, summer, fall and winter.
b) Know that the moon is associated with night and the sun with day. Distinguish stars and clouds in the sky. Know that it is cold in the winter, warm in the summer. Know that some flowers start to bloom in the spring and that some trees lose their leaves in the fall.	Have children plant flowers in the spring. They can prepare the soil with digging tools, plant flower or vegetable seeds, water and weed the plants and observe how they grow through the warm summer months. Remember to start them indoors. Small plants can be grown indoors in flower pots or in cardboard cartons that are lined with plastic sheeting. Beans or grass seed can be sprouted in wet cotton or on damp paper toweling. Seeds can be examined under a microscope. Collect leaves from different trees, make leaf prints. Place leaf on table, place sheet of paper on top and rub over with crayon. In the autumn, the children can rake the leaves, bring some leaves indoors and press them between two sheets of wax paper to make place mats. When it snows, build snow fort outdoors or bring snow indoors in large tubs. Press snow into small square empty milk cartons(a little water can be added to the snow to help it freeze). When the snow hardens, remove from cartons and use square blocks for building igloos.

c) Understand that there are some natural forces over which people have no control (weather, earthquakes, floods) and that there are some over which they have some control.

Look at snow through a microscope or against black paper with magnifying glass, making sure everything is cold.

Walk in the snow and discuss footprints. Look for animal footprints and identify them.

Put food outside for animals and birds. For birds, insert pipe cleaner in piece of dry bread and hang on tree. (Remember when you start feeding birds it must be maintained.)

Read stories about nighttime,the stars and the moon. Make a night picture by coloring a heavy piece of construction paper with black crayon. A nail or a pin can be used to etch stars or a moon on the picture.

Show how clouds form when warm air rises from the ground. Pour hot water into a bottle. When bottle becomes hot, pour out all but 1" of the water. Stretch cloth over the mouth of the bottle. Put crushed ice on this and fasten the cloth and ice in place.

Demonstrate how erosion of the soil takes place. Pour water over some sloping soil and show how the water washes away the top soil. Pour water over a grass-covered slope to show how grass protects the top soil from washing away or eroding.

Explain that erosion is a natural process. Ask where eroded soil goes (it forms flood plains and deltas - very rich farming soils.)

Intellectual Development

Objective No. 2: CHILDREN AND THEIR WORLD: Environmental Awareness
See that some control over the environment can be exercised. People can have both control and responsibility for the environment. (This is environment in both the narrow sense and the more global).

Expected Performance	Activities
a) Help to pick up and clean up under directed guidance.	Have children put toys back where they got them. The teacher can help set an example with such suggestions as, "You put away the trucks while I put away the safety signs." Have waste paper containers handy so children can dispose of litter. Have children take care of their own possessions; hang up their wraps, help clean up after a work session. Have a small bucket and sponge handy so children can clean up after spills.
b) Understand that litter and neglect have adverse effects on the environment. Help in group planning to improve the environment.	Have children help in decorating the classroom. They can hang their paintings on the walls with masking tape, they can bring flowers in from outdoors and place them in containers they can plant a garden outdoors. They can help plan rearrangement of different classroom areas.
c) Initiate and plan activities that help protect the environment with emphasis on conservation in practical ways.	Have children learn that empty bottles, aluminum cans and paper cartons can be recycled (used over again). Have children save them (they can bring them from home or save those that are accumulated in school). As a class project, they can carry them to a recycling collection center in a nearby store. For further, ideas use, 50 Ways Kids Can Save the World and Project Wild. Children can make their own compost and learn that we can put back in the ground what we have taken from it. Introduce new words: ecology, conservation, litter, oxygen, water, air, pollution. Conserve classroom materials: paper, paste, glue, water.

Intellectual Development

Objective No. 3: CHILDREN AND THEIR WORLD: Environmental Awareness
Learn that an interdependency exists among all living things.

Expected Performance	Activities
a) Show an interest in and a concern for living things such as plants and animals.	

Intellectual Development

Objective No. 3: CHILDREN AND THEIR WORLD: Environmental Awareness
Learn that an interdependency exists among all living things.

Expected Performance	Activities
a) Show an interest in and a concern for living things such as plants and animals.	Have children feed the school pets (gold fish, parakeets, white mice, guinea pigs, hamsters, etc.). Take children to visit the zoo or a nearby farm where they can observe different kinds of animals. Have children bring their pets to visit the school.
b) Understand that plants, animals and people are interdependent. That pets, plants, etc. have to be fed and cared for. Know that some plants and animals provide food and some clothing.	Have the children compare what happens to a plant that is not watered and is kept in a dark area with one that they water and put in an area that receives light. Use only one variable at a time. Have children walk around area and make sure there is some food and water for the birds. They can hang feeders on tree branches for the birds. Have pictures of different kinds of fruits and vegetables and how they grow (whether on bushes, trees, or under the ground). Bring in samples of the real fruits and vegetables and place on a table next to each picture (see objective 4 a). Let children sample the foods. Use pictures of fish and of animals that provide us with meat. Use pictures of sheep and some samples of raw wool and finished wool; a picture of a silkworm and a silk scarf; a sample of a cotton plant and a cotton shirt. Point out that plants furnish shelter for animals. Point out that snakes live behind rocks; ants live in sand; squirrels live in tree trunks; gophers live under the ground. Have children find earthworms and observe where they live.
c) Understand that people have responsibilities to help protect the environment--to protect animal life and not despoil the rivers, lakes and forests.	Talk about fire safety. Very cautiously burn a few sticks and have children observe the smoke, feel the heat, and see that ashes and soot remain. Talk about the fact that smoke gets in the eyes and throat and irritates them and that people, animals and plants would not be able to breathe and live if smoke and other gases replaced the air around us. Discuss fire safety in the home and what to do in case of fire.

Show pictures of forest fires. Bring in pictures of Smokey the Bear taken from newspapers. Talk about fire safety when out hiking or on a camping trip. Explain that some forest and range fires are natural and desirable; others, unwanted and undesirable to humans and animals.

Have children observe the exhaust from a car's engine and become aware of how that pollutes the air.

Adopt a stream or a highway and keep it litter free.

Have students do a mural of local animal habitat.

Select a three foot square plot of land and observe for as many kinds of plants and insect that you can find.

Locate some feathers, dip them in motor oil (being careful not to spill on rugs). Bring cleaning agents from home to see what might work for cleaning the feathers.

Intellectual Development

Objective No. 4: CHILDREN AND THEIR WORLD: Environmental Awareness
Develop an aesthetic sense. Appreciate beauty in the world around.

Expected Performance	Activities
a) Notice and contribute to beauty in the outside environment.	Take children on nature walks. Have them notice different shapes of rocks, colors of leaves, flowers, the graceful formation of clouds in the sky, the colors of the sky. Have the children plant and take care of flowers, trees and shrubs, etc. with emphasis on conservation (see objective 3 b).
b) Learn about beauty in words, art and music.	Bring in books with pictures of beautiful paintings. Read poetry to the children. Play classical music on the record player. Listen to Native American flute music. Have children paint what they feel as they listen to music. Take children to visit a museum, gallery or local studio to see paintings, sculptures, etc.

Intellectual Development

Objective No. 1: SCIENCE CONCEPTS - Learn that physical matter takes the form of solids, liquid, or gases.

Expected Performance	Activities
a) Identify solids (a rock, a piece of iron), liquids (milk, water) and gases (smoke,air).	Take a rock-hunting walk around the school and have children gather a variety of rocks. Put rock exhibit on shelves, table or wooden crate. Label the rocks. Display books with pictures of rocks. If rocks have dirt on them, children can wash rocks in soapy water. If there are tiny crystals in the exhibit, they can be placed in plastic pill boxes. Set up water table with containers so children can pour the liquid from one container into another. When serving juice or milk let children pour the liquid from the container into their cups. Walk to observe smoke coming from smoke stacks and chimneys. Burn a candle and have children observe the smoke which is the gas formed when the candle is burned, heat water and observe the steam, visit a nearby hot spring.
b) Classify matter on physical basis.	Have children feel the hardness and the various textures of rocks they have gathered. Notice characteristics of rocks - striations; 1, 2, or 3 colors; chunks stick together; how does scratching rock affect it; crystals. Have them put a rock in a basin of water to discover if it will float. Have children experiment with magnets. Drop a bunch of tacks, nails, paper clips on the floor. Have them pick them up with the magnets. Have them use the magnets on crayons, blocks, chalk, plastic objects, fabric, paper and have them discover that the magnet won't pull any of them up but will only attract things that are made of iron or steel. Create graphs of attracted/ doesn't attract (repels) While playing with water have children discover all the things they can do with it (drink it, wash themselves with it, help plant grass, wash clothes, wash dishes, wash tables, wash floors). Discuss other liquids (milk, juice, pop, coffee, tea). Ask what we do with these liquids and which help us stay healthy. After children see smoke, discuss a gas that we can't see such as air. We can't see it, but we can see things being moved by it, like dust, or leaves, or clothes flapping on a clothesline. Have them watch air take up space.

Turn a glass full of air upside down and push it down into a basin of water. See how the air takes up space and pushes the water so it can't fill the glass. Turn the glass over and let the air out. Then the glass will fill all the way up with water and sink.

c) Verbalize about various characteristics of each form of matter.

Let children discover that iron is hard and either rough textured or smooth textured and rocks are hard and either rough or smooth but that a piece of iron can be pulled by a magnet, but a rock can't.

While playing with water have them discover that water has force and can push things away, that water has weight, that it has no color but sometimes appears to be green or blue. Have them discover that water makes noise, that it flows and will take on the shape of any container it is put into, even though this seems obvious to us as adults.

Have them discover that air can be hot or cold, heavy or light.

Cold air doesn't take as much space as hot air.

Put a milk bottle full of air upside down in a bowl of water and mark how high the water comes inside the bottle. Put them in a refrigerator for an hour. When you take them out you will see that the cold air takes up less space now and has let more water go up higher into the bottle.

When air gets hot it pushes and takes up more space. It is lighter than cold air, so it moves up and away from the cold air that is near the ground.

Blow some soap bubbles near a warm heater or stove and watch the hot air push the bubbles up.

Have children examine some of the following objects and distinguish which are solids, which are liquids, and which are gases.

Wood, metal, ice, water in a container, balloons filled with air can all be examined by the children too.

In practical ways, give children experiences with steps of the scientific method.

1. Raise a question.
2. Predict outcome.
3. Collect data by performing a task.
4. Make observations.
5. Record information.
6. Draw conclusions.

Intellectual Development

Objective No. 2: SCIENCE CONCEPTS - Learn that physical changes can take place in matter.

Expected Performance	Activities
a) Identify physical matter in its various forms; such as, ice is another form of water.	Have children put water in paper cups and place the cups in a freezer. Discuss the results so that they understand that water is still water even though it is in a solid state. When water runs out of a faucet or a hose and the children can drink it or swim in it, it is a liquid. When it gets cold enough to freeze and become hard so it has a shape, it is a solid.
b) Perform simple experiments such as making ice cubes, boiling water and watching the steam form. Explain how the physical changes take place.	Have children put a piece of ice in a pan. Put it on a stove and as it gets warm they will see the ice melt and become a liquid. As the liquid starts to boil they will be able to see it become steam which is a gaseous form of water. When it is a gas it can't be seen (just as air can't be seen) until it cools enough to change back to liquid drops. Then it can be seen even though the drops are very tiny and light enough to float in the air.
c) Predict possible outcomes of simple experiments.	After children are able to predict what will happen to the water when it is left to boil, and what will happen to the ice when it is left in a warm place, present the concepts of liquid, solid and gas as they are related to the earth and weather. In the winter, when it is very cold, some of the water in rivers, lakes and ponds freezes and becomes solid ice. Snow is frozen water from clouds, so snow is a water solid too. When water will pour, it is a liquid. Rain is a liquid. Rain goes into the ground and runs from streams to lakes and rivers or oceans. The hot sun heats some of the water in the oceans, lakes and rivers and the heated vapor goes into the air. There it cools and becomes tiny drops of liquid and forms clouds. When the water in the clouds cools enough to stick together as large drops, it becomes rain.

Intellectual Development

Objective No. 3: SCIENCE CONCEPTS - Learn that chemical changes take place in matter.

Expected Performance	Activities
a) Perform simple experiments to make chemical changes take place in matter.	In cooking and baking chemical changes take place in the foods that are being used. Make Jello to show how this specific powder and a liquid become a solid. Have children examine, smell and taste popping corn before it is put into the hot oil. If there is a glass lid on the popper, have them see the kernels beginning to change shape and size as they are exposed to heat. When corn has popped, let them see the difference, and taste and smell the difference, between the raw kernels and the cooked kernels. For baking use a simple biscuit recipe or gingerbread recipe. Let the children do the mixing, kneading and cutting. They could also prepare the dough for tortillas, sopaipillas, or Indian fry bread. To have children learn how bread is made, try to arrange a visit to a bakery. Mix a basic bread dough and have it rise so that the rising effect of the yeast can be observed. Since bread dough needs three or four hours to rise and another 45 minutes to bake, it may be advisable to mix the dough one day, let it rise and then refrigerate it. On the second day let it rise again, shape it and bake it. Or use a prepared bread mix. Toast bread, boil potatoes, slice and boil apples. Allow students to taste and examine each before and after heat is applied.
b) Predict possible outcomes of the experiments performed.	Bring in some real coal. Explain how coal was once plant life such as giant trees that grew in swamps. This was 200 million years ago. Over the years the trees died and fell over into the water. The great swamps became dry land and the layers of dead plants became buried deep in the earth and hardened into what we now call coal. Show how salt crystals can grow on coal. (See directions below.) If coal is not available, use charcoal. Explain that charcoal was once pieces of wood just as real coal was. But instead of drying under the ground over millions of years, charcoal is made by slowly burning pieces of wood in furnaces in the absence of air. Experiment: Put several pieces of coal or charcoal in shallow bowl or aluminum pie pan. Add mixture of one cup clear ammonia, one cup laundry bluing, one cup salt, one cup water. Sprinkle red or yellow food coloring on top. Within a few hours salt crystals will form giving appearance of plants. Add water each day to keep moist.

Intellectual Development

Objective No. 1: NUMERAL RECOGNITION AND QUANTIFYING - Learn to recognize numerals.

Expected Performance	Activities
a) Match numeral shapes.	Have children match magnetic numeral shapes to numerals on magnetic boards, or felt numeral shapes to numerals on felt board. Use cards with sandpaper numerals so children can feel the shapes of the numerals. The idea is to use various materials - numbers can be made by older students.
b) Identify and name numerals.	Numeral Fishing Games. Same as Alphabet Fishing Game, except that a large numeral is printed on each fish. Numeral Lotto Game. Use large sheet of paper with ten boxes drawn on it. Number each block with numerals one to ten. Give each child a stack of squares with a number one to ten printed on it. Play same way as Alphabet Lotto Game. Add children's addresses to their name cards so they can become familiar with the numerals (if there are any) used for the house number. You can also use children's telephone numbers. Use calendar to which the number of the day is added daily.
c) Print numerals.	Give children opportunities to print numerals with finger paint, brush and tempera, felt pen, chalk, pencil. Also, numerals can be shaped with a stick in moistened sand or in mud. When measuring objects with various measuring devices, let children keep record of measurements by writing down the size of the object next to name or picture of the object (to be done under supervision). Staple ten sheets of paper together to form a book and number each page. Children can draw or paste on each page.

Intellectual Development

Objective No. 2: NUMERAL RECOGNITION AND QUANTIFYING - Learn the concepts of quantity of number, length, weight, time, interval, temperature.

Expected Performance	Activities
a) Associate oneness and twoness with quantity sets.	Tell story of "The Three Bears" or make up a story which emphasizes numbers. Use props as story is told. For example, in telling story of "The Three Bears" place the figures of the bears on a flannel board and match the bowls of porridge, the chairs and the beds to each bear. Let the children have experiences placing the cut-out shapes on the flannel board. Cut 4" numerals out of masonite or other hardboard. Drill holes to hold pegs, with each numeral have holes that correspond to the numeral. Place numerals and pegs on table for child to investigate. Help children match pegs to numeral. "One, two pegs and this is the numeral two."
b) Acquire an increasing concept of numbers. Match sets to a numeral. Recognize equivalent and nonequivalent sets. Verbalize which quantity is more, which quantity is less.	Children can help count how many are wearing red or blue. Write number of each on a paper or on a board. Ask which set has more numbers. "Are there more children wearing red or blue?" When assisting in distributing supplies the children can be given a certain number of objects to match to the same number of children. For example, "here are six paper plates. Give one to each of the six children seated at the table." Provide for many experiences with sand, water, clay, beads, blocks, so children can discover that changes in position or shape do not change quantity.
c) Identify the number symbols on a clock, a ruler, a scale, a large thermometer. Recognize length and weight differences in objects in linear and/or metric systems.	Hang a large wall clock where children can clearly see the numerals on it and manipulate the hands. Talk about where the large hand points when it is time to eat, time to go home, etc. Let children use steel measuring tapes or yardsticks to measure the length of a table, the height of a block tower, the width of a window. Write down the measurements on a piece of paper next to name or picture of the object measured. Bring a scale to school and weigh each child. Point out how the numerals on scale show how many pounds each child weighs.

Make a wall chart with each child's height and weight. On large sheet of butcher paper make a height line for each child (draw line with felt pen). Write child's name above line, height in feet and inches, and weight in pounds or metric measurements. Be sure to date so you can compare September to April weight.

Use a balance scale so children can experiment with different weights of objects.

Set thermometer outside a window. Point out number the mercury reaches on a hot day, on a cold day.

Set thermometer in a tray of ice. Have children observe where the mercury is. As the ice melts have them observe how the mercury rises.

Intellectual Development

Objective No. 1: LETTER RECOGNITION - Learn to recognize large print letter shapes.

Expected Performance	Activities
a) Match large print letter shapes.	Print children's names in manuscript print with first letter capitalized in upper left hand corner of papers and paintings and on their name tags. Spell out children's names as you write them. Reinforce the idea that letters can spell your name.
b) Identify and name letter shapes.	Have children match magnetic alphabet letter to letters on a magnetic board. Cut out felt letters and have children match them to letters on a felt board. Use cards with sandpaper letters on them and have children feel the shapes of the letters. Use large cut out cardboard or plastic letter shapes. Have children feel shapes, match shapes. Do this on the floor where children have lots of space. Alphabet Lotto Game. Alphabet puzzles and alphabet bingo are other letter games that can be used to help children learn to discriminate letters. After many experiences with eye-hand coordination and developed hand and finger dexterity have children print some letters. Accept children's production.
c) Print some of the letters of the alphabet (with suggested use of appropriate pencil positions).	

Intellectual Development

Objective No. 1: WORD RECOGNITION - Learn to recognize names.

Expected Performance	Activities
a) Recognize their printed names.	Make a name card for each child. On 3x5 card or piece of tagboard, print children's names (use first and last names). Set cards out on table, each card face up. When children come to class each day they pick out their name card and tack it to bulletin board, wall or other designated place.
b) Recognize classmates' printed names.	Print names on placemats. Children sit at table where they find placemat with their name. Place name cards above coat hooks or "cubbies" where children hang their coats or store their prized possessions. Have pigeon hole box with name of each child by one hole - use as mail box.
c) Print own names.	Give children who are ready for it the opportunity to print their own names on their papers or drawings. Let them paint their names while painting with a brush; print their names when using finger paint; or print their names in moistened sand in the sand box.

Intellectual Development

Objective No. 1: REASONING AND PROBLEM SOLVING - Develop reasoning and problem solving skills.

Expected Performance	Activities
	Teacher's Note: Reasoning and problem solving may be recognized by the following examples: -when children work through a conflicting situation with other children (affective area); -when children fit the pieces of a puzzle together or try to figure out where the water went when it evaporates (cognitive area); -when children decide how to balance on one leg and at the same time make a big shape with the rest of their bodies (motor area); -when children try to figure out how the clay can be molded to make a specific form (creative area).
a) Synthesize several concepts from a non-present or past experience to form a reason.	Draw a picture with a figure in it that is incongruous or that is presented in an unexpected way (such as a dog flying). Have children recognize the discordant feature of the picture. Encourage retelling stories and telling of original stories. Place outline figures of a boy and a girl on a felt board. Next to board place felt cut-outs of clothing items such as heavy jackets for cold weather, sun suits for warm weather, rain coats for rainy weather. Suggest that children dress the figures for winter. Pose questions such as "Why do the children have to wear their boots?" "When do you wear a heavy jacket?" Reasoning opportunities can be generated from articles brought for "Show and Tell." Use questions such as "What would happen if...?" "How many ways...?" "How are they alike?" Use open-ended questions which encourage divergent thinking.
b) Recognize that a problem exists and seek pertinent information. Ask questions.	Give children enough time to work on a problem (such as working on a puzzle). Verbal assistance is helpful (such as asking, "Does the circle fit into the round space?"). Answer the children's questions; ask leading questions; provide things for them to wonder about such as science equipment (magnets, pulleys, magnifying glasses) or objects from nature (leaves, pine cones, birds' nests, sea shells, rocks).

c) Generate several possible solutions and answers to problems by organizing and processing the information they receive.	Cut out five cardboard squares in five different sizes. Tape to low wall or board in order of size. After children have seen them have them close their eyes. Remove one square. Have children open their eyes, hand them the square and ask them to put it in the same place. Repeat with two squares, then with three squares, etc. On a sunny day have children notice their shadows on the ground. Explain that a shadow is made on the ground when the body (or any solid object) gets between the sun and the ground. (Can also use a bright lamp in a semi-darkened room.) Play "Shadow Tag" as one game. Have partners sit facing each other and have one try to tag the other one's shadow with their own shadow. Use a filmstrip projector, overhead projector, or opaque projector to make silhouettes.
d) Weigh evidence and evaluate explanations. Create, select and/or reject solutions and come up with a probable decision.	Assign a project to three or four children in which they have the responsibility of planning something together (such as constructing their own clubhouse or cage for a pet). They can approach the problem by selecting the tools and lumber from the materials on hand. Then they can decide on how the work will be divided up; who will saw the wood; who will nail the boards together, etc. Allow opportunities for trial and error activities so that the children can develop skill in figuring out a variety of possible solutions to a problem.

REFERENCES

Harrison
my dad
me

LITERATURE IN THE KINDERGARTEN

With the understanding that children learn best through a whole language approach, which is comprehensive rather than isolated skills, the use of literature in the kindergarten is the pre-eminent avenue. It is important to use a naturalistic method to teach beginning reading, similar to the way children learn their primary spoken language. There are hundreds of books available for us to choose from and each year there is a new banquet of literature for the very young. Some criteria you will want to consider in selecting books are:

1. Are the characters well rounded rather than one dimensional?
2. Are the pictures attractive aesthetically, relevant to the story, and are they congruent with the tone of the story?
3. Do the picture books represent a variety of media?
4. Are they absent of stereotyping: racially, ethnically, gender, age, etc?
5. Is the language rich in descriptors, style, figures of speech, sentence patterns?
6. Are the concepts and/or plot relevant developmentally?
7. Do the children gain insight into what it means to be a human being?

You will want to apply the criteria yourself to the following bibliography of books. Only books written after 1970 have been included, although there are many, many with earlier dates of publication that you will want to have or to keep in your collection.

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